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THE LIBRARY JOURNAL

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School Library Number

TRAINING FOR LIBRARY SERVICE WITH
YOUNG PEOPLE

JEAN C. ROOS

A DAY IN A SCHOOL LIBRARY

CHARLOTTE S. HOUSTON

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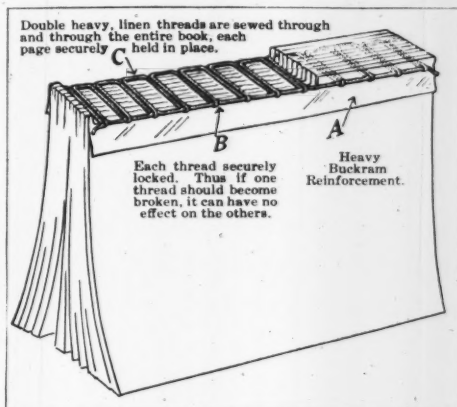
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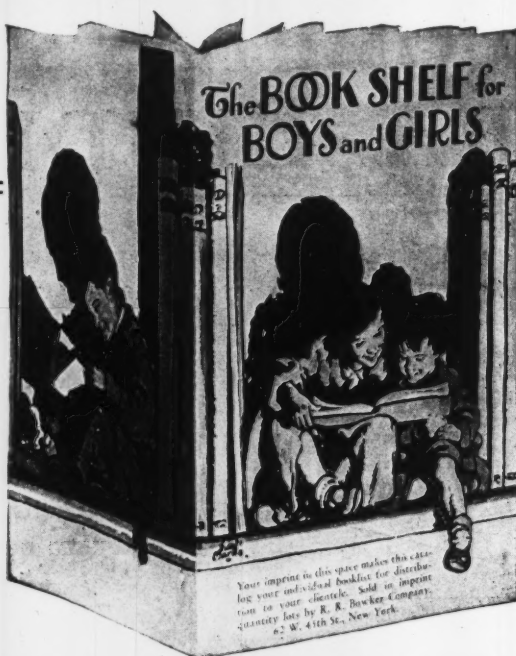
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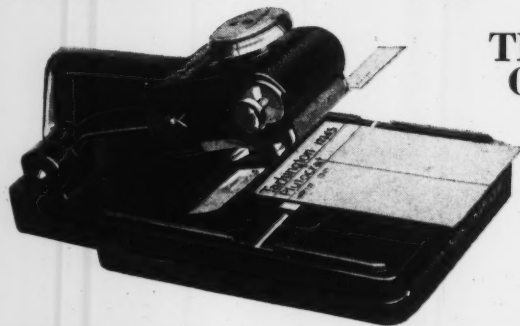
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Forthcoming Issues of THE LIBRARY JOURNAL

* The Children's Book Week number scheduled for October first has had to be postponed until October fifteenth, owing to the delay of one special article scheduled for inclusion. We trust this will not inconvenience any of our readers who had planned to use included suggestions.

* The October first number will be a general number, but one full of interesting articles. An article on "Cost Survey in a University Library," by Elinor Hand of the University of California, will be enjoyed by all those who were unable to hear her paper presented at the College and Reference Section in Los Angeles. Harold Wooster, librarian of the Scranton, Pa., Public Library has written the sort of a paper that many of us have wished to write; it is entitled, "This Job of Being a Public Librarian." There will be other articles besides these two, but as yet they are not definitely scheduled.

* The page devoted to biographies of Librarian Authors still continues to be one of the most popular features of the JOURNAL and we can look forward to including Clara W. Hunt, Frances Jenkins Olcott, Jacqueline Overton, Mrs. Lucia Borski, and Burton Stevenson in the not-too-distant future. We appreciate any suggestions of names to be included in this series, for it is our desire to make it quite complete.

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THE LIBRARY JOURNAL

SEPTEMBER 15, 1930

Training for Library Service with Young People

By Jean C. Roos

Stevenson Room, Cleveland Public Library

WORK WITH young people in public libraries and in high school libraries is very closely allied in that both kinds of librarians are dealing with the same middle adolescent group ranging from fourteen and fifteen to seventeen and eighteen years of age. However, the school librarian, because of necessity, is chiefly concerned with the use of books in relation to the formal school curriculum.

The three objectives of the school librarian as given by Miss Helen Harris in her article on "School Librarianship as a Career" are: "to lead children to love books and reading; to teach them to supplement their studies with other than text-books; and to train them to use public libraries intelligently." These same objectives can, with little change, be applied to work with young people in public libraries. Certainly our first concern is to foster the love of books and reading with this teen age group; the second objective, "to teach them to supplement their studies with other than text-books," is comparable, as the public library tries to meet the needs of this high school group both in the supplementary reading and reference work necessary in connection with the school curriculum, and also endeavors to stimulate recreational reading interests. This objective, however, must be enlarged to meet the needs of the group who have not completed their high school work. This out-of-school group is a very large and important one, a difficult group to reach and equally difficult to hold. The book interests of the boys and girls who say decisively, "I've quit school," are often negligible or of a poor quality and must be cared for tenderly if

they are to grow. The third objective of the school librarian, "to train them to use public libraries intelligently," can only be continued. If they have been trained to use the public library intelligently, it is our duty in the public libraries to meet them intelligently, to know the background of their school demands, and to help them by understanding their problems. Also, in order to meet them intelligently, we must be conscious of their reading interests and reading abilities, conscious of their sociological backgrounds and in addition have a thorough working knowledge of the literature for young people with its great variety of appeals.

Specialization in the training of young people's workers becomes necessary as public libraries are recognizing the importance of anticipating the demands and interests of this teen age group instead of using salvaging methods later. They are, after all, our future adult readers, and much can be done to make the reading of children and adolescents a continuous reading process by carrying over the reading interest fostered in the children's rooms and school libraries into purely adult reading.

A partial survey of the library field at present may serve to show the possibilities for service for these specially trained workers. The following are a few methods of administering young people's work which are found either separately or in various combinations in different libraries.

A specially trained young people's librarian in charge of:

(1) A special room for young people with a carefully selected collection of adult books chosen with the viewpoint of use with young people. This brings together in one place a

Paper presented at Young People's Reading Round Table, Los Angeles, June 25, 1930.

great variety of books, both fiction and non-fiction, and provides for reader advisor service. This is emphasis, not restriction.

(2) An alcove or corner with changing book collection and displays.

(3) A free-lance worker who works with young people wherever they happen to be in the library.

(4) Interchange of staff in various divisions of the library.

(5) An extension worker who makes contacts in stores, factories, social organizations, etc.

(6) A special worker in an adult education division to work with young people in organized groups, e. g., continuation schools, evening academic schools, vocational schools, business training classes, etc.

(7) The head of the school work in a public library who makes contacts with young people in the schools.

(8) Year round committees to work with social agencies, etc.

(9) Readers' advisor service for young people.

(10) Club work developed in the library for young people.

Many kinds of services are represented in these various methods, including individual work with young people themselves who come voluntarily to the library; contacts with adults who work with young people such as teachers, industrial workers, group leaders, parents, etc.; work with groups; club work in the library; following up the boys and girls leaving school; making of individual lists; book talks and informal book discussions.

There are many articles on the training of school librarians, going into some detail on the subjects needed in a school library course and the qualities desired for this type of service. Miss Helen Harris' article already mentioned, Miss Marjorie Van Deusen's on "Training for High School Librarianship," "Essentials in Training for School Librarianship" by Miss Edith Cook are representative, and Miss Lucile Fargo has developed this subject in her text-book *The Library in the School*.

It is not necessary to go into the details of prerequisites and requirements, as this group is familiar with the standards of the Board of Education for Librarianship. Training for workers with young people should follow similar standards. Not less preparation but even more is desirable to enable librarians to create and foster in young people permanent reading habits, to encourage recreational reading interests and to develop from school reference work, which is a somewhat compulsory use of books, voluntary book usage. Previous

college work should include survey courses in education, courses in sociology and a study of both child psychology and adolescent psychology.

At Western Reserve University School of Library Science, the general course in the library school is the basis of the training for young people's workers with specialization in book selection and reference. Further specialization in technical subjects and administration is given for those planning to do high school library work. Field work, class discussions, seminar problems and conference periods are important parts of this training. A detailed study is made of the literature of young people and of their reading interests, working out methods and devices to stimulate and direct these interests. Methods used in group work are discussed and the planning and presenting of book talks to various types of groups are included. A knowledge of children's literature is very helpful in carrying over the book interests of our juvenile readers and in developing broader reading horizons. Library experience with the early adolescent group is also an asset.

The most encouraging factor is the increasing recognition by public libraries of the problem of service to the teen age group. This is exemplified in the increasing literature on both the reading and administrative problems of young people's work. Miss Effie Power has a chapter on "Library Service to Adolescents" in her text-book, *Library Service to Children*; Mr. Charles Rush has discussed, "Interdependence of Adult and Juvenile Departments"; Mr. C. P. Vitz has given us his views in "Standardization in Work with Children"; Miss Dorothy Newton, Miss Helen Watson and Miss Mabel Williams, also, have contributed helpful articles.

What may the library expect if it encourages special training for this middle adolescent group as it now demands training for those who work with children? First, the library may expect a trained worker to have an understanding of the importance of the problem in working with young people, the importance of carrying over juvenile reading interests into the field of adult interests and of reaching those young people who have not found pleasure in the reading of books. Secondly, the library may expect a trained worker to have an understanding of young people themselves, their psychological makeup, their educational background and their recreational interests. Thirdly, the library may expect a trained worker to have an understanding of the reading interests of this challenging group with all the many really thrilling experiences of opening into entirely new fields of reading. And lastly, the library

may expect a trained worker to have an understanding of the various methods of administering work with young people with the pros and cons of these varying methods, which should help to solve the problem as it is found in any particular library. And the problem

has to be faced in every library, for the young people are there, and the better we are able to face the situation squarely with this honest, vivacious and courageous group, the better adult readers and citizens will be ours to deal with in the future.

A Day in a School Library

By Charlotte S. Houston

Librarian, High School of Montreal

WILL you spend a day with us in our school library? Visitors are always welcome, and we should be delighted to show you our beautiful room and to have you see something of the part it plays in the life of the school.

If you arrive a little before 9 o'clock you will be able to inspect the library before the day's work actually begins. You will see a long room, 30 by 80 feet, beautifully finished in chestnut, with oak furniture and equipment. Along one side seven large windows, facing southwest, allow the sun to brighten it during the greater part of the day. At right angles to the other side the bookcases are built to form twelve small alcoves, six on either side

of the double doors. Eventually, it is hoped the shelves will hold 10,000 volumes—at present there are about 8000. Seven long tables and chairs in the windows and at both ends of the room provide seating accommodations for 106. There are the usual built-in magazine cases, card cabinets and desks. Against its background of soft buff walls and mellow woodwork, pictures and busts, flowering plants and ferns add to the attraction of the room, while the musical chime of a grandfather clock marks the passing of each quarter of the hours.

It is necessary to explain that our school is really two schools in one building—the High

School of Montreal, founded in 1843, and the High School for Girls, founded in 1875. Their combined enrollment last year was nearly two thousand pupils. The classes are separate, but the assembly hall, swimming pool and library serve both schools. It is possible for the library to do this because the two schools follow

different time tables, and the crowded hours for boys and girls do not clash.

Another rather unusual feature of our work is that although the majority of our pupils are high school students, coming to us from the various elementary schools of the city, we have a junior department—even a kindergarten—for which the library must provide.

We count ourselves particularly fortunate in having some of our pupils during their entire school life, and we are encouraged to hope that through this long association we may be able to develop in them a love of reading that should prove a lasting joy.

We have just time on this Thursday morning for these few words of explanation because immediately after opening exercises at 9, the forty boys of the Sixth Year arrive to spend their usual weekly half hour. This week they are all very busy preparing for the writing of an essay which is to follow their next library visit. The teacher tells me that this time the



The High School of Montreal really serves two schools—the High School of Montreal and the High School for Girls

choice of topic has been left to the boys. They are expected to do in the library what reading is necessary, make any notes they need, and be prepared to write their essay in class. While they are at work, a smaller group of senior girls who do not study Latin, but substitute an extra course in English, are busily reading. The librarian directs any student who wishes help in finding information, and attends to the morning mail, stamping, entering and distributing the magazines it has brought.

At 9:30 there is a quick change. The librarian has spread on one of the tables about thirty selected books for the small boys of the First Year who arrive with their teacher. Those who are able to read return their books and choose new ones from the table—not until they have reached the Third Year are pupils promoted to the dignity of selecting from the shelves. When a book has been decided upon it is carried to the librarian, who writes the child's name and class on the book card. Meanwhile, those whose reading ability is still rather limited are enjoying picture books under their teacher's supervision. At this point a request comes from one of the Eleventh Year teachers for half a dozen books on Medieval Europe. These are noted in a day book and sent at once.

At 10 o'clock the small boys gather up their picture books, put their chairs in place, say "good morning" and return to their classroom. The "non-Latin" girls also leave the library, after an hour's work there. A fresh supply of books has been spread on the table because the next group will be from the Second Year, and these boys are ready for more advanced reading. The procedure is slightly different, as only those who wish to exchange books come to the library this morning, the teacher remaining downstairs with the balance of the class. When these boys have chosen their books and had them charged, they form in double line at the door and wait until the librarian dismisses them, when they march quietly back to their desks. This same period sees a class of Tenth Year girls who are studying history, and have visited the library to spend the time at their disposal on the Golden Age of Greece, books and pictures showing the wonders of the life of that period in its many phases having been selected and assembled for their use. A small girl appears to ask for *How To Tell Stories to Children* for Miss Black; Mr. Brown sends a messenger for a life of Wordsworth and a book on the Lake District; Mr. Green sends for the *Statesman's Year Book*.

At 10:30 a master arrives with a large Eighth Year class of boys. For half an hour they are to browse at their own free will, the teacher and librarian noting quietly what material is

being used, as an indication of the boys' interests. A note comes from Miss Blue asking for Holman Hunt's picture, *The Eve of St. Agnes*—the Eleventh Year girls are reading Keats. A hurried search fails to find the picture in any available book, and a messenger is dispatched to McGill University Library not far away, and the picture will be sent later to the class. Two Eleventh Year boys who are taking special courses have been working quietly at one end of the room for an hour. A request comes to have a quotation from Stevenson verified, and a messenger asks for a book of French nursery songs.

At 11 o'clock the boys leave, and there ensues a very busy ten-minute recess when senior girls in large numbers crowd to exchange their books, or perhaps to consult a reference one.

After that rush, which often leaves her breathless, the librarian cancels names on the borrowers' cards, and restores her desk to a semblance of order. The returned books are piled on a table, to be replaced later on the shelves by one of the two junior class teachers whose schedule allows them to help for fifteen or twenty minutes, three times a week, while the librarian is out at lunch. In order to allow the many boys who take lunch in the school cafeteria to spend their free time, or part of it, in the library, the librarian returns at a quarter to one, and from that time until they go back to their classes at two every seat is occupied by readers gloriously forgetting themselves in magazines or books. The bound volumes of the *National Geographic Magazine*, *Punch*, the *Illustrated London News*, *Nature Magazine*, *Scientific American*, *The Book of Knowledge*, the *Book of Popular Science*, the *Book of History*, and the many beautiful art books are in constant use. There is movement as the readers come and go, and one is conscious of a subdued murmur; but the room, with over one hundred boys of all ages in it, is amazingly quiet. No rule of absolute silence is enforced, but the boys know that anyone who is not careful to maintain that library quiet must leave the room—that is all. During this hour many of the junior girls, whose day is a short one, come to exchange their books before leaving for their homes. As a rule they do not remain for any length of time. Occasionally a few senior girls may come to do a bit of reference work, but generally they are all busy in their classes until they are dismissed for the day at 2 o'clock. Shortly before two the boys leave, two or three monitors remaining for a few minutes to put the room in order. From 2:00 until 3:15, the girls usually are in undisputed possession, though sometimes it is necessary for a class of senior boys to spend half an hour here. The girls exchange their

books, consult reference volumes, or read. Those who have music lessons, swimming or extra gymnastic classes after school hours often spend the intervening time in the library. At 3:00 some of the small boys from Third and Fourth Years find their way in for a short visit before leaving for home. From 3:30 to 4:30 boys of all ages come and go. At 4:30 the library is supposed to be closed, and I hope for the sake of our tired visitor that this will not be one of the times when the day must be stretched in order that a pupil may finish a special task, or to allow a teacher or the librarian to complete some work interrupted earlier in the day.

This happened to have been Thursday. Friday morning would see small girls instead of boys. The other days, differing only in the classes, are divided between senior girls and boys—each day having its particular visitors, while any day and any hour may bring its sudden request for books to be used in the class room, over 600 having been borrowed in this way last year.

Tuesday is exceptional, because on that day no books are exchanged, though pupils come to the library as usual. Of course, any book that is required for study may be taken. On that all-too-short day the librarian attends to correspondence, orders new books, checks and enters invoices, catalogs and accessions, sends notices of overdue books, does minor repairs and the hundred and one tasks that are always waiting for a spare minute. Perhaps a teacher wishes to compile for the use of a class a list of readable tales covering a particular period of history, to be found in the library; or one who wishes to have some research work done may send a request for enough books to supply each pupil with material for an essay—it may be on the various aspects of the Renaissance or on the different phases of the social history of the eighteenth century, or on the geography of a particular country. These must be selected from the shelves and sent to the teacher. With a borrowers' list of nearly 1500 and an annual circulation during the school months of over 15,000 books for home reading, in addition to the 600 volumes for class use already mentioned, it may be understood that only by having one day a week comparatively free is it possible to keep up these necessary parts of the library administration.

As the library serves the members of the staff as well as the pupils, the librarian tries to keep in touch with the teachers and to provide as far as possible books that will be of interest to them, as well as those that may be helpful in their work as set forth in the curriculum. It is essential for her to keep abreast of the changes and development in educational meth-

ods and thought, to be able to suggest the volume that may perhaps give the occasional touch of fresh inspiration so necessary if one is to avoid the danger of falling into a rut.

In order to enable the library to include more periodicals than its rather limited grant would allow, each teacher contributes a small amount annually toward the cost of the twenty-five or thirty magazines received.

For the pupils the school has tried to supply what the children's public library, so sadly lacking in our district, might be expected to provide. The collection of books is wide and general in range, in the hope that in it, apart altogether from the necessary volumes supplementary to the textbooks, may be found something to satisfy any healthy mental craving. The shelves contain not only history, biography, travel, the sciences, and so on, for both junior and senior readers, but hobby books of all kinds—books on postage stamps, gardening, chess, photography, boy scouts, girl guides, camping, boat building, fancy dress. The library may be called upon to supply costume suggestions for a dramatic entertainment; authentic styles of hairdressing among the women of ancient Greece; dialogues or little plays for very little players; directions for staging one of Shakespeare's plays; French folk songs, or rules and material for a debate. One never knows what may be asked for, from the building of a steam engine to a book on white mice; from the life of a fly to the invention of balloons; from the pleasures of a lady of fashion in Queen Anne's reign to the aims and achievements of the League of Nations.

"To wash down the drier morsels that every library must necessarily offer at its board," as Lowell says, there is a large collection of fiction and poetry, carefully chosen to suit all ages of readers and readers at all stages, from those whose ability is limited to words of one syllable upwards. Not only are to be found standard authors and classics, but in addition to these, preference has been given to books that have some historical background, however slight, that picture the life of a period or a people, that tell a wholesome tale and have some pretensions to literary merit.

Perhaps a few words concerning our organization may be added. The library as a department of the school under the jurisdiction of the Protestant Board of School Commissioners of Montreal dates from the opening of our new building in September, 1914, and so far as we know was one of the pioneers in the school library field in Canada. Before that date there was a reading room and reference library for the use of teachers, one of whom acted at times as librarian. Small groups of books in various rooms were available for

the use of pupils in school. When a proper room was provided with a librarian in charge, these scattered collections were brought together to form the nucleus of our present library.

There is a library committee consisting of the rector of the High School of Montreal, the lady principal of the High School for Girls, a representative from the staff of both the senior and junior departments of each school, and the librarian. This committee meets shortly after the schools reopen in September, when the general plans for the session are discussed, the list of magazines to be subscribed for is decided upon, and the librarian presents the annual report for the preceding year. Unless something unforeseen should render a second meeting necessary, no other is held.

The rector, lady principal and librarian form an accessions committee, which meets informally to discuss suggestions or requests for special additions to the library. Books are ordered by the librarian, the school board making an annual grant which must provide not only for the purchase of new books and for magazine subscriptions (in addition to the amount received from the teachers), but also for all binding of periodicals and rebinding of worn volumes. The ordinary rules for borrowers are observed. Only one volume of fiction may

be taken, but other books for study may be borrowed at the same time. A small fine is imposed for overdue books, unless there is some valid excuse, such as absence from school on account of illness.

With only one librarian in so large a school it has not been possible to give any formal course of instruction in the use of the library, but at the beginning of each session informal talks are given to new pupils on the various reference books and their use. An effort is made to direct the boys and girls at all times in such a way that they may be encouraged to do independent research, and each year seems to bring closer cooperation between the work of the classroom and the library.

It is difficult to put into words the part the library plays in the life of the school. An effort is made to meet it at every point, with help wherever that is possible—whether to the staff or the pupils, whether in work or recreation. Yet in the final analysis it is to the books themselves, "this company of the noble," that we must look, trusting that in the course of our reading we shall "lay up in our minds a store of goodly thoughts in well-wrought words," and hoping that for some at least it may "be our happy fortune to love for its own sake the beauty and the knowledge to be gathered from books."

The Story of a School Library

By Maud Minster

Librarian, Senior High School Library, Altoona, Pa.

"I HOPE some day we will have a room full of books and a librarian." While a student in high school, these words from the principal sang themselves in my ears, and the desire to be a librarian in that room full of books and to serve that school grew so strong that there was nothing to do but be a librarian. A few years later, with this secret in mind, I wandered back to the Alma Mater—a librarian. The principal was interested, but in this city of sixty thousand there was not a public library and no sentiment or available funds for a school library. "The demand and sentiment for it must be created," said the principal. Just what would be the best way to go about creating the demand? My offer to try the work for two months, without compensation, was accepted. But public sentiment can neither be changed nor made in two months. Plans were then made whereby I should work indefinitely and be compensated at the rate of ten dollars a month. This amount to be secured through an enter-

tainment given by the school. After working five months under this plan, the School Board created the position of librarian, to which I was elected. This person also to be stenographer to the principal and assistant to the secretary of the School Board. The spare minutes during library hours to be devoted to writing school taxes. I had gotten more than I anticipated. Soon the original room became too small for the demand and the books were transferred to a larger room. The following year an adjoining locker room was added. This was soon not adequate, but plans were being made for an annex to the school, which would include a new library.

One thing of vital interest was the library budget. A library committee, composed of heads of the departments and the librarian, had been raising, in various ways, all the necessary funds for books. The library, being just as much a part of the school as the science laboratory, deserves the financial support of the

school. The words "Library Budget" had just no friends, so the use of that term was discontinued. How should one proceed toward school support? Permission was sought to have the library books sent with the text books for re-binding, thinking possibly the district would pay for the work. This was granted and paid from the general school funds. The following year the same plan was used, and in addition the need for current magazines was presented to the powers that be. This need was supplied and also paid from school funds. The next year these two policies were followed and in addition the need for a new encyclopædia presented. This was also provided. The idea then suggested itself to add the price of binding, the cost of the magazines and the encyclopædia, presenting this amount with the statement that this much was used for library purposes last

year. Could there be a possible increase? The result was that the amount of three hundred and twenty dollars was set aside for library work and called a budget. This amount increased until it reached eight hundred dollars. In the meantime graduating classes were being encouraged to leave some gift in the library in the form of furniture or books.

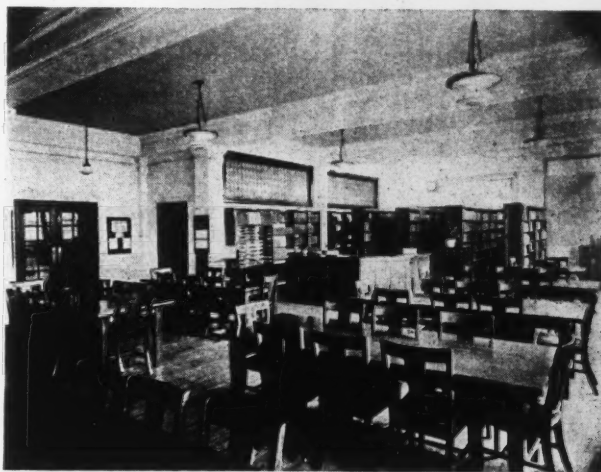
The checking of attendance needed careful thought. In the beginning, as in most libraries in those days, the class room teacher issued permit slips. This was a burden to the teacher and meant a loss of time for her students. In visiting other libraries and studying this problem, I learned that in schools where all students with free periods were housed in one or two study halls, the problem was quite simple, the study teacher sending the list of students excused for library work to the librarian at the beginning of the period and the librarian checking the list at the close of the period. But in schools where all parts of the building were used for study the problem was more difficult. With a knowledge of the plans of other librarians and our own local problem, the attendance card idea was

worked out. At the top of the card was a line for the name of the student, following this was printed: "Students wishing to use the library during a vacant period must get permission from the study teacher, enter the library at the beginning of the period, remain until the close of the period and have this card stamped with the date and time." This has worked out very satisfactorily for several years.

A great problem was that of students using the library for the study of textbooks. There

was an early idea that unless every chair was occupied the librarian was not working to the utmost of her capacity. To fill a room with textbook students, who can do their work in any room in the building, and crowd out those who need reference work, is far from the aim of the library. But to ask to keep study pupils from the library is a serious problem.

Finally, permission was secured to use the library for readers only. The following year, rather than discuss the situation, it was presumed that the rules of the preceding year would be observed and a notice placed on the daily announcement sheet that students could sign for study in the library. This note also appeared in the school paper and on the library bulletin used in instruction work. Teachers checked registration cards to see that students did not sign for study in the library. In this day, with the study hall in most schools, the study question is not so much of a problem for librarians. The desk work, charging and checking of books, maintaining a library atmosphere in a room which seats from one to two hundred, and answering all kinds of questions from prehistoric dress to radio, is only half of the work of the librarian. The other half is getting materials ready for circulation, finding suitable books and helps in general, making clippings, keeping library problems fresh in the minds of the powers that be, making bulletins on special topics, keeping in touch with the needs of the school, finding out



The Senior High School, Altoona, has now a fully-equipped library

in advance the next move of each department and being ready to meet the demands.

As the enrollment of the school became so great that one librarian could not possibly supply all the wants and teach library instruction two periods a day, student help was organized in the form of a library club. The aim of this club was to acquaint students with books, give them an opportunity to see if they would like to take up library work and to help the school. The club was divided into several committees: shelf reading—girls who kept the shelves in proper order and returned books; clipping—girls who filed the returned clippings and gathered materials from magazines and newspapers for additional clippings; program—girls who planned for Good English Week, Book Week, etc.; magazine—girls who checked new maga-

zines, placed them in their holders and filed the back copies in the magazine room. In this way the girls in their vacant periods did the work of an assistant in the library and while so doing acquainted themselves with the arrangement of a library and made friends with books.

The aim has always been to have the library the meeting place for the problem and its solution. Now, after sixteen years, the library has grown from its first little classroom to a real fully-equipped library with a seating capacity of ninety-five, a magazine room, a work room, a consulting room and a classroom. We have our own text book which fits our local needs, a student body learning how to use books and libraries, backed by a faculty enthusiastic for the work and authorities in full sympathy.

The Use of Pictures in the School Library

By Jessie F. Brainard

Librarian, Horace Mann School for Boys, Teachers College, Columbia University

WHY IS IT that the average European has greater knowledge and appreciation of art than the average American? The answer, it may well be, is to be found in the fact that from birth, the European has art, and often great art, always before him. In France, in Italy, for example, there is hardly a town that can not show some treasure of beauty. Here in America, as Mr. Lewis Mumford says, "we raise our eyes to buildings and with few exceptions they are ill designed and meanly proportioned." Such art as we have expressed in buildings, statues, museums and galleries is, in the main, confined to the large centers, and the average individual must have his artistic appreciation stimulated through other sources.

Some interesting work has been done in loaning or renting copies of paintings, as well as the originals, by such institutions as the Newark Public Library and Museum, the Philadelphia Art Alliance, the Chicago Galleries Association, and various State Departments of Education. Schools have done much, and are constantly putting forth greater effort but there still remain many schools in our country that offer no course in art appreciation, and beyond a few portraits of statesmen and literary figures, or prints of the Roman Forum, for example, on the walls, little is done to bring beauty of line, color, or subject matter to the attention of the student. There are many indications that there has been in recent years an increasing interest in the whole subject of art in America. One of these is the space that is given to the subject in current periodicals, as compared with those of earlier date. To

encourage this interest, offers an opportunity for the school library.

This year at Horace Mann School for Boys, we have tried the experiment of placing a bulletin board, 5 ft. 8 in. high by 13 ft. long, against the wall of the second floor corridor facing the stairs, for exhibition purposes. Through an error the board was made twice the height ordered, but, as use has proved, this mistake only made possible a wider service. For a brief history of art—part of an ancient and mediaeval history course—the library has for years, collected reproductions of paintings from such sources as odd magazines and Sunday newspapers. Recently the files of *The International Studio* have been cut for the collection. Rough grey paper, cut 10 in. by 15 in., and the brown and black papers obtained from Gaylord Brothers of Syracuse, are used for mounts. From the tourist offices of the French, Spanish, and Swiss railroads in New York, we have also secured very attractive posters. Some of these are given to schools and others may be had at slight cost. From Russia we have obtained a gay set of Polish posters; similar ones may be found in some of the Russian shops in New York. With these collections for a beginning, we have had exhibitions by one painter, miscellaneous collections of portraits and landscapes, modern paintings, portraits of young people, and miscellaneous objects of art, including armor, pottery, stained glass, and sculpture. Between each of the exhibitions of pictures on small mounts, we have used large colored posters, many of which could not be displayed were it not for the

unusual height of our bulletin board. Some of these are by recognized artists and reproduced in excellent colors, especially the French posters. The interest of the boys in this venture has been from the first one of approval voiced in various ways—through the columns of the school paper, by individuals, and by a careful examination of the exhibitions. After a period of two or three weeks, interest wanes and the pictures must be changed. As the bulletin board is placed 5 feet from the floor, where there is no danger of injury to material by the crowds passing between classes, a step-ladder is required to remove and place pictures above the first row. The work incident to the change of exhibits has been done by members of the Library Committee. In the future when an addition to the building permits of an art department, there are endless possibilities for the use of the bulletin board. Because of its height, it could serve as a display center for fabrics, drawings, and other types of work produced in the modern art department of a school. But until that time comes, we feel that the library has an opportunity limited only by the time available for work of this kind.

In common with most school libraries, we have collected illustrative material for all departments of the school. This material is both mounted and unmounted. Black and brown mounts cut to fit the legal-sized filing cabinet have been found attractive. We also use odd pieces of paper picked up here and there, and even brown wrapping paper has proved a good background for some pictures. For post cards and unmounted pictures, the celluloid picture holders, which may be obtained in any size

desired, are useful. Pictures may be slipped into these when needed and are more sure of preservation than when mounted and circulated uncovered. Pictures and clipping materials are arranged together under the proper headings in the vertical file. For the special needs of this school, we have divided the file into sections for Biography, Music, Art, Geography and History and Miscellany, alphabetized together. The Biography section has the widest use. It contains 275 names of authors, statesmen, etc., about many of whom it is difficult to find material elsewhere in a small library. There are two factors necessary to make such a collection useful: the desire of the teacher, and the active cooperation of the librarian. Some teachers need only to be shown available material, and thereafter come to the library, select what they need and place it on their classroom bulletin boards, or on one of those assigned for teachers' use in the library. Other teachers, who are more pressed for time, or who regard illustrative aids of minor value, never come for material, but are pleased if the librarian keeps in touch with their work and supplies their bulletin boards with appropriate pictures. Students also make use of the picture and pamphlet collection to illustrate talks and to supplement reference books. There is no doubt that the preparation and care of pictures can absorb an enormous amount of time, but time well spent, provided the selection is discriminating enough to be a contributing factor to that education which, in the words of Horace Mann, "alone can conduct us to that enjoyment which is at once best in quality and infinite in quantity."

Student Council and the Library

By Hilda M. Lancefield

Librarian, Washington High School, Portland, Ore.

THE STUDENT COUNCIL, which is a court for library offenders, established in Washington High School, Portland, Ore., has in the four years of its existence reduced the loss of books from the school library slightly more than 90 per cent. In a student body of 1750, with an annual circulation of between 60,000 and 70,000 books, it was found in the inventory of the spring of 1925, the first term of the Council, that 182 books had disappeared from the library shelves in the course of the preceding school year. In the corresponding inventory of 1926, forty books or less than one-fourth of the loss of the year before were missing. In the spring of 1929, seventeen books were missing.

The Council in its functions has the close supervision of the librarian, and in imposing penalties, the principal is always consulted. Through this system of checks and balances the Council control is regulated. However, with the above limitations, the Council acts as an independent court. The members conduct their sessions with no faculty members present, reach their conclusions, consult the principal for his approval of their decision, and then render their verdict. The personnel of the Council is largely responsible for the success of the plan. Its members include the Student Body president, Girls' League president, graduating class president, presidents of the larger clubs in the school, editors of the weekly newspaper and

the annual, and two members chosen from the student body at large. The membership now totals sixteen. These members through their strategic positions are capable of creating an attitude of library cooperation among the students in general. These students select from their group a president, a vice-president, two secretaries and a treasurer. The president sits as chairman of all meetings, and the vice-president acts as his alternate. The secretaries take notes of all trial procedure, generally in shorthand. The treasurer collects any cash fines imposed.

The work of the Council requires no great amount of time from any member. At the beginning of each term, Council members address registration rooms, and club meetings, explaining to the pupils the purpose of the Council: to keep as many books in circulation as possible and to give mutual service to all students. They post a copy of library rules in each room. An attendance record is made at the time of the talk, so that absentees may be interviewed later. Articles appearing in the school paper give further publicity to the need for student cooperation with the library system. About five times during the school year desk and locker inspections are conducted. Any library books found long overdue or not legally checked out are returned to the library. These are the basis for the Council trials. The first searches of the Council used to net between fifty and sixty books. At present the searches yield from three to seven books for council consideration. These searches are not made at any regular time, thus automatically checking the disappearance of special books during heavy assignments. After the search, the "book cases" are assigned by the librarian to individual Council members, who inquire into the history of the misplacement of the book. Having done so, a Council meeting is called, the student in whose possession the book was found is brought in, pledged to an oath of truth by the president, and then questioned by the Council member who has prepared the case. Other members are privileged to ask any questions deemed necessary, but it is understood that the selected Council member is to lead the discussion. After the explanation has been given, the student being tried is asked to leave the Council chamber and the question-answer notes taken by the secretaries are carefully examined. If any contradictory statements have been given, these are immediately thrashed out by

the Council with the student. After all such matters are made clear, the Council endeavors to reach a decision. If the student is found guilty, a penalty, which may vary from a fine of fifty cents up to the price of the book and suspension from the library, is proposed. Suspension does not remove the privilege of taking out library books after school, nor the use of the library before classes in the morning. It should be emphasized that in trials no high pressure conviction methods are used, even in cases in which the offender is untruthful.

In any decision of the Council, the student involved is given the privilege of appeal to the librarian or the principal. It is interesting to note that this privilege is seldom used. The Council has through its fair dealing won the respect of the vast majority of students tried. The capability of students of high school age to conduct such a court was questioned in the early days of this system. Several objections were brought forward, the principal one being that such power given to the students would tend to make them egotistical and arrogant; however, the Council with its sincerity and in its purpose of mutual benefit has removed all traces of such objections. Furthermore, the record of a 90 per cent decrease in lost books is an undeniable mark of the success of the system. Training in self-government on the parts of both Council members and offenders is in reality an outstanding point of merit in the system. In the trials the idea of preventing further theft or carelessness is paramount, rather than the idea of punishment for the offense committed. However, cooperation with the Council is insisted upon, and stress is put on the fact that severer justice will be meted out to second offenders.

An indirect result of the Council system is the solution of the discipline problem of the library. The spirit of self-government and cooperation with the librarian as well as with the student leaders has brought about a decided improvement in library conduct. The discipline problem is now practically negligible. Another significant outcome of the Council plan has been made recently. In some cases, if the offender is low in his studies and is dissatisfied with his school work, effort is made to bring him into more complete understanding of his possibilities. Council members have occasionally taken it upon themselves to tutor failing students brought to their attention through Council trials.



Librarian Authors

HARLAN HOGE BALLARD has been librarian and curator of the Berkshire Athenaeum and Museum, Pittsfield, Mass., since 1888. After graduating from Williams College in 1874 he was principal of the Lenox, Mass., High School for six years and principal of the Lenox Academy for another six years. In 1875 he organized and became a trustee of the Agassiz Association for the Study of Nature which has over 1000 branches. In 1882 he published *Three Kingdoms* and in 1892 the *World of Matter*. In 1896 came *Open Sesame* and in 1897 *Reopen Sesame*. In 1902 he translated Virgil's *Aeneid* into English Hexameters (the third edition in 1930 was called Bi-Millennial edition), in 1920 published a Masonic novel entitled *The Tiler's Jewel*, and in 1929 the *Adventures of a Librarian*.

In the *Adventures of a Librarian* Mr. Ballard relates incidents that actually happened in his library. The first chapter tells of "The Most Dangerous Adventure" and reads as follows:

"To publish these incidents as 'Adventures' is adventurous enough to justify the title.

"The telephone bell rang. I recognized the voice of the President of our Library.

"Our librarian is leaving us," he said. "The Trustees offer the position to you. Will you accept it?"

"I know nothing about running a library," I replied, "but if the present librarian will show me the ropes, I will try."

"When can you begin?"

"Now," I said; and immediately entered upon my first and most dangerous adventure.

"One of my good friends told me later that he had voted against my appointment because he thought I wouldn't stick it out more than six months.

"I have been at it forty years."

From this volume we learn that when he began work as librarian his assistants were "a dear old crippled Janitor, who looked very wise in his black skull-cap, and a bright young man who had been for several years with my predecessor and had acquired an accurate knowledge of the location of the books and a casual acquaintance with current criticism." Later he tells how the hardest problem of his professional life was the reclassification and recataloging of his library. "But I knew nothing about the Dewey system, I had had no training in 'Bibliography,' and of our own books I had only a superficial knowledge. Even if I had superintended the making of a catalog, I had no assistants qualified to do the clerical work. All the time of our little 'staff' was needed to meet the increasing demands of the public for regular daily service. Fortunately I had an intimate acquaintance with the most rigid economy; I had the cour-



HARLAN HOGE BALLARD

age of ignorance; and I had a sense of humor; and the greatest of these was the sense of humor. Accordingly, I resorted to the desperate plan of starting a Library Training Class. Big libraries had them. If we could induce two or three intelligent high school girls to give us their assistance for a few hours each week in return for instruction, it might turn the trick. The Trustees agreed to this experiment, and authorized the engagement of a trained 'Expert' to conduct the class and to supervise the reorganization of the Library. . . . We now had two teachers and six new assistants; and work on the new catalogue was begun. After each formal lesson there was an hour of 'practice.' The Expert moved to her alcove and became 'Head Cataloger.' Under her direction the others practiced the 'Library hand-writing,' and soon were writing cards from dictation, and later from printed rules. . . . After each lesson I took my place with the Expert to observe her methods and to learn the Dewey system."

THE LIBRARY JOURNAL

September 15, 1930

Editorial Forum

THE SCHOOL LIBRARY is probably the field in which there should and will be the greatest development in the next few decades. The library for the grade schools and the high school library each have their place, leading from the one into the other and particularly emphasis may rightly be laid as in Miss Roos's paper on the importance of the teen years when the young reader goes from one to the other. This age has been found in our public schools to be the hardest in which to create a reading interest, partly for the reason that the boy or girl of fourteen to sixteen does not want to be included in a children's branch and is not quite in the grown up class for the main library. This experience led in Brooklyn to the establishment at Brownsville of an intermediate library outfit for the tweenies of the "teen" age, a scheme which has proved admirably successful. The school libraries as they develop into full importance will become practically supplements for the public library and relieve that from otherwise uncomfortable congestion.

FOR SEVERAL YEARS the American Associations of Teachers Colleges has considered adopting a set of standards for teachers college and normal school libraries and it is to be commended that at this year's meeting they were accepted. To Dr. George W. Rosenlof goes the greatest credit for this step although during the last year the Committee on Standards and Surveys secured the assistance of a number of interested librarians in teachers colleges and members of various library associations who worked together on the problem. As a result of this cooperation the set of proposals embodied the essentials of Dr. Rosenlof's recommendations and some additional refinements which would make the standards easier to administer. The Standards state that each teachers college shall have at least 15,000 volumes and normal schools offering only two or three years curriculums the minimum shall be 10,000 volumes. It is recom-

mended also that by 1940 these minima shall be increased to 25,000 and 17,000 respectively. The books are to be distributed among the various Dewey decimal classifications in certain proportions which it is hoped will be revised from time to time in order that they may be adjusted to changing emphasis in the work of teachers colleges.

WHAT ONE WOMAN can do, if she sets her mind to it with heart and soul, and how much can come from incidental sowing of good seed are interestingly illustrated in the case of Miss Minster and the Altoona High School Library. When its principal expressed the hope that some day there would be a room for books and a librarian, Miss Minster decided that this should come to pass and that she should be the librarian—and so it proved. The Altoona High School Library sets the pace for many others and Miss Minster may well be patterned in many a community.

NOT ENOUGH general attention has been paid to the very democratic and most excellent scheme worked out at Portland, Ore., of a student council within the school system, with especial reference to the school library, particularly where books are loaned from a central library for school use. There is apt to be more or less stagnation in circulation within the school as well as waste and loss in the handling and return of books. The student council in Portland faces this difficulty to good result by inspiring the use of books and by making sure of books being returned either to the central library or the school library. Incidentally, where books are loaned from a central library for school use there is quite a problem as to how circulation should be counted. The scheme of allowing for the circulation of each book every two weeks is perhaps as fair an estimate as can be made. The student council idea is not only of use in the library, but should lead up usefully to the wider application of this democratic method when the boys and girls become college students.

NEW YORK, with the births since the census date, has reached its desired seven million population and is recognizing at last the fact that it must be great in its library development, as well as in other respects, and must keep up with

the procession. Manhattan Borough, with the greatest of public libraries and with its forty-five branch libraries and eleven sub-branches for its diminishing population, is adequately supplied, but the great division of the Bronx, which is included with Manhattan in the original New York Public Library system, has a fast growing population which needs more branches and particularly demands a central reference library nearer than that at Forty-second Street. Brooklyn is making a new start on its central library building, and the Board of Estimate has provided for seven new branch libraries for which it is hoped to select sites within the present month, thus rounding up Librarian Hill's great record of more than a quarter of a century before he turns over his responsibilities to Mr. Ferguson. Queens has now its central library building, but also needs new branches for its rapidly expanding population and the Board of Estimate has provided for six here. Brooklyn is taking the lead in expansion of population and its library board receives one application after another for a branch in a district whose population has become that of a small city, and Queens and the Bronx are little behind it in population growth. There is naturally a good deal of criticism of the enormous budget for which Greater New York must provide, but when the total library appropriations are divided by the number of inhabitants it will be noted that the figures fall far short of the dollar per capita, which is the A. L. A.'s minimum standard.



ONE OF THE EARLIEST legislative acts of the new Republic of Czechoslovakia under President Masaryk—possibly inspired by his American wife, a sister-in-law of Frederick Leypoldt—was the establishment, at least on paper, of the most complete library system in the world. The visitors from other countries at the Prague Library Conference of 1926 were surprised and gratified at the progress which had been made in a decade and the figures reported on another page seem colossal. It is to be noted, however, that the number of books, of readers and of circulated volumes when averaged for each library proves rather small and a compulsory law if prematurely put in operation sometimes produces results like the ill success of the New York district school law of years ago which arbitrarily created libraries in each school district so insignificant that they were soon forgotten and disappeared from view. Nevertheless each library, however small, is a beginning and Czechoslovakia bids fair to rival Finland, which far outranks the United States in literacy.

Library Chat

ON THE lonely island of St. Joseph, on the north shore of Lake Huron, there is a small building that, owing to its dual functions of jail and library may well claim the title of Prison Library. Built about thirty years ago to house the local lawbreakers until the Canadian government could remove them to the mainland, it was little used. In an island eight miles wide and about twenty long, crime conditions were so satisfactory that the one-man police force rarely locked up more than two persons per year.

Fifteen years ago the islanders became "library-minded," but no funds were available for a suitable structure until the little-used jail was chosen. Soon the walls of the two cells were transformed by bookshelves and the corridor fitted up with more shelves and a large kitchen table installed to act as Librarian's desk. In one of the cells the children's books were placed, while the other one served to store the weighty volumes on philosophy that kind friends discarded and sent to the library.

The heating plant of the building was, and is, a large black stove of the general store variety that provides ample heat only within the three-foot limit. Fuel is supplied by the village, but the librarian is required to light the fire, sweep the floor and keep the building open three afternoons per week, all for a yearly salary that does not reach three figures.

Recently some confusion was caused by the robbery of a store and the consequent arrest of the suspect. Naturally, the jail was again in demand, and the librarian, after a conference with the policeman, decided to house the suspect with the philosophical treatises rather than the children's books as less moving was necessary.

H. C. Gourlay.

THE UNIVERSITY OF ARIZONA reports another publication which its library staff prints on a hand-press. It is about 3 x 5 inches in size, each issue is printed on a different color of paper, and it is called *The Bookmark*. There was a special number to welcome the new students, which contained a guide to the library and library regulations in brief. The November issue started as follows:

THE LIBRARY'S EIGHTEEN DAY DIET

If it takes 1200 pounds of fish daily to satisfy Goliath, the sea elephant, it must take two pounds of reading matter per day to ease the hunger of a Senior, and at least that much per week for a Freshie. Reckoning 200 calories for a Zane Grey book and 800 for Einstein, we have a total of 1600-2400 calories per student. Have you had your calories today?

Current Library Literature

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Cannons' "Bibliography of Library Economy," to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

ALLEN LUMBER COMPANY, PEORIA, ILL. HOME LOVERS' LIBRARY

Dealer's library leads way to better business. *illus.* Chicago. *Building Supply News*. 39:123-126. 1930.

The Home Lovers' Library of the Allen Lumber Company, Peoria, Ill., is open to the public. It has 300 textbooks on architecture, and as many more on decorating and landscaping. There are in addition current architectural and building periodicals, household magazines which devote space to home building and beautification, and about 2500 catalogs of manufacturers of building materials.

BOOK PRICES

Lewis, L. J. Low-priced book editions. *South Dakota Lib. Bull.* 16:28-33. 1930.

With classified list of low-priced books—nature, literature, travel, biography, novels of distinction, popular novels, children's books, etc.

BOOK SELECTION

Brigham, H. F. Book collections and book service. *Booklist*. 27:1-6. 1930.

"Three problems which must be met if the selection of books and the book service in public libraries are to be improved are the organization and systematization of book selection and routine and practices, the organization and systematization of discarding routine and practices, and the collection and intelligent use of government documents. The two important problems of book selection is limiting the selection aids which are used regularly to a small number carefully chosen to meet the needs of the particular library; and second, the desirability of using all qualified members of the staff in the selection routine for the good of the staff members as well as of the library as a whole."

BOOK WAGON DELIVERY

Fitch, A. F. The Book Bus in the Arrowhead. *illus.* *LIB. JOUR.* 55:679-681. 1930.

A typical week's program of the Hibbing (Minn.) Public Library's Book Bus.

BOOKMAKING

Kittredge, W. A. The book as a work of art. *illus.* *Booklist*. 26:419-428. 1930.

"I wish that librarians might concern themselves more with the physical form of books and thus encourage the publishers and designers who are doing what they can to improve the arts of bookmaking. In almost every community there are typographers and printers who would find much interest in books selected on account of the thorough and fine way in which they are made. Every year there are special editions of illustrated books, printed at reasonable prices—books which might well be included in the collections of public libraries. In the making of children's books, a special taste and talent is shown. . . . There are various publications about book collecting such as *The Fleuron* from England, and *The Colophon*, now being issued in the United States. These publications are not too expensive, and would be desirable acquisitions to the library. They will give the librarian a clue as to where much material can be found."

BORROWERS

Clarke, G. E. Borrowers. *Lib. World*. 23:3-4. 1930.

"There are three classes of borrowers—those who want a particular book; those who want a book on a particular subject; and those who simply want a book to read. . . . What can be done with them [the third class]? Have they really got individual feelings and desires or have we to deal with them in the mass? I think, a little regretfully, that we must take the latter alternative. It is missionary work, and work that we might well be proud to do."

CATALOGING

Hall, A. G. Cataloging problems in county libraries. *LIB. JOUR.* 55:686-687. 1930.

"For the catalog at central let me be for once emphatic and unbending. It is the central pivot, the main bearing, on which all our machinery rests, no matter how loosely knit our organization, how inadequate our book collection, or how small our funds. One thousand books carefully chosen, intelligently classified and thoroughly cataloged make a foundation for a far more effective library, both for pleasure and information, than thousands of books carelessly arranged and completely buried from the public by indifferent cataloging, or even, may I whisper it, in some counties by no cataloging at all."

CHILDREN'S LITERATURE

The July, 1930, issue of *Wis. Lib. Bull.* (26:204-221, 1930.) is chiefly devoted to the subject of children's reading, with articles by Mary D. Rains on "The Child and the Book," "The Child's Joy in Reading," by Flora Emily Hottes, "Books for the Between Ages," by Sterling Andrus Leonard, a list of books of interest to boys and girls—grades seven and eight; plans for children's summer reading; and aids for librarians in children's reading and work.

COLLEGE LIBRARIES

College and Reference Library Yearbook Number Two. Compiled by a Committee of the College and Reference Section of the American Library Association. A. L. A., 1930. pap. 146 p. \$2.

Partial contents: College Library News, 1928-1929; Bibliography of American College Library Administration; University, College and Reference Library Statistics; Recent Bibliographical Undertakings; Suggestions for Minimum College Library Standards; Building Plans (Universities of Illinois, Rochester, Cincinnati and Loyola University); Directory of Librarian in College and University Libraries; Directory of Reference Librarians in Public Libraries.

COUNTY LIBRARIES

Underwood, Ruth. Yes! we have a library! *illus.* *LIB. JOUR.* 55:681-684. 1930.

Service library stations of the Harris County Public Library, Houston, Texas.

Winning, Margaret. Equalizing library opportunities: town and country. *LIB. JOUR.* 55:684-685. 1930.

An historical, statistical, and international survey of county libraries by the county librarian of the Public Library of Fort Wayne and Allen County, Indiana. See also CATALOGING.

EDUCATION, ADULT

Willard, J. D. Rural adult education and libraries. How far have forces of all agencies been mobilized to forward library development? *Adult Ed. and the Lib.* 5:67-74. 1930.

"The extension service in home economics and agriculture has done more than any other force in the United States to focus thinking of communities and leaders on community needs. . . . How many of the 5,800 extension workers themselves know what service the county or state library can give or should be enabled to give? How many of the 5,800 know how to make effective use of the library for themselves? How many of the 273,518 volunteer leaders in the extension service projects last year ever heard of a county library or have any understanding of the possibilities in library books and their use?"

This article is followed by another by F. K. W. Drury and Elta Lenart of the A.L.A. Adult Education Office, entitled "What Some Libraries Are Actually Doing for Rural Readers," which presents in brief form a few answers to a questionnaire asking county librarians what they actually do for their patrons. (p. 75-84.)

ETHICS, PROFESSIONAL

Suggested Code of Ethics for Librarians. A. L. A. 1930. pap. 4p. Rates in quantities.

Adopted by the Council of the A.L.A., December, 1929, as a suggested code of ethics, and voted to be published as a basis of any future code.

GOVERNMENT DOCUMENTS

Horrocks, Sidney. Government publications. *Lib. Assn. Record*, n. s. 8:93-104. 1930.

"This article is concerned chiefly with Sessional papers (1a, 2a, 2b), Command papers (3), and non-Parliamentary papers; for information regarding 1b, 1c, 2c, 2d and 2e, the reader is referred to the excellent article by Mr. H. B. Lees-Smith on 'Parliamentary and Official Papers' in the *Library Association Record*, 1924, vol. ii, new series." An appendix of approximately three pages lists selected government publications (1928) with prices.

HIGH SCHOOL LIBRARIES

Webb, H. A., comp. *The High-School Science Library for 1929-1930*. Reprinted from the *Peabody Journal of Education*, vol. 8, no. 1, July, 1930. pap. 14p. 1930.

Sixth annual compilation by the editor of *Current Science*. Classified: Science in Home and Community, The Forms of Land and Water, Exploration and Travel, Flying and Flyers, Living Creatures of Earth, etc.

JUNIOR COLLEGE LIBRARIES

Eells, W. C. *Bibliography on Junior Colleges*. Washington: Govt. Prtg. Off., 1930. pap. 167p. 25c. (U. S. Dept. of the Interior, Office of Education, Bull., 1930, no. 2).

Contains about 25 bibliographical references to libraries.

LIBRARIES

Société des Nations. Institut International de Coopération Intellectuelle. *Guide des Services Nationaux de Renseignements du Prêt et des Echanges Internationaux*. Paris: Institut International de Coopération Intellectuelle, 1930. pap. 49p. (Coordination des Bibliothèques).

Successor to a previous brochure, *La Coordination Internationale des Bibliothèques*, published by the Institut in 1928. Arranged alphabetically by countries. Enumerates briefly the address, organization, aims, resources, conditions of use and means of reproducing material of the principal libraries of the world.

CALIFORNIA

Los Angeles County. Civic Bureau of Music and Art. *Los Angeles County Culture and the Community*. Chamber of Commerce Building, Los Angeles, Calif. pap. illus. No pagination.

The six-page section on Literature describes briefly and gives views of the Los Angeles Public Library, Huntington Library, etc.

LIBRARY ASSOCIATION

Chubb, L. Amalgamation—and after. *Lib. Assistant*, July, 1930. p. 141-148. 1930.

Presidential address delivered at the 35th annual meeting, held at Norwich, England, June 11, 1930. The Association, conducted on more liberal lines than in the past, has a membership of 3,000, as compared with 850 in 1927, and is the largest organization in Europe of librarians and persons interested in the bibliographical sciences.

LIBRARY OF CONGRESS. See PUTNAM, HERBERT

LIBRARY SCIENCE

Ballou, C. A. A laboratory course in applied library science—a study. *Mich. Lib. Bull.* 21:207-208. 1930.

Paper read at the library section of the Michigan Schoolmasters' Club, April 18, at Ann Arbor. The outline of study arranged for Detroit high school libraries used the laboratory method with supervised study, which seemed to be the logical as well as the entertaining method of instruction. Two and one-half hours credit per semester is allowed, and in two years about fifty pupils have been enrolled.

LIBRARY WORK WITH CHILDREN

Bowerman, G. F. *A Chief Librarian Looks at Work with Children: Pittsburgh's Contribution Thereto*. Pittsburgh, 1930. pap. 22p.

Address delivered by the librarian of the Washington (D. C.) Public Library at the twenty-ninth annual commencement exercises of the Carnegie Library School in Pittsburgh, June 7, 1930, the last before its merger with the Carnegie Institute of Technology. Discusses the scope, purpose, and ideals of sound library work with children; its relation to library work for adults; the desirable qualities of children's librarians—their personal and educational equipment, fundamental training and continuing education and training; the status of the children's librarian; her recognition as to salary and her rank in her own library.

PITTSBURGH, PA. CARNEGIE LIBRARY. See LIBRARY WORK WITH CHILDREN; SCHOOL AND LIBRARY COOPERATION.

PUBLIC LIBRARIES

Hodges, Ella. Can we have a service measuring stick? What good is it? *Lib. Occurrent*, 9:224-226. 1930.

"Thus to see our library as one of the important agencies of the community, to see the special needs of the community in the principal phases of common life activities, and then to consciously measure our service against these needs in a manner of their relative importance is to demonstrate wherein the library is a real piece of the texture of the community and not merely a cultural appendage."

PUTNAM, HERBERT

Hard, Anne. The nation's librarian. illus. *New York Herald Tribune Magazine*, July 6, 1930. p. 12-13; 24. 1930.

"Significantly in this age, Herbert Putnam, impersonally serious, delicately humorous, penetrating and above all creatively executive, stands as a combination in himself of librarian and educator."

RADIO AND LIBRARIES

Nowell, Charles. Broadcasting and public libraries. *Lib. Assn. Record*, n. s. 8:81-92. 1930.

Abridged from a lecture to the members of the North Western Branch of the Library Association. "Broadcasting, by its talks and lectures, has introduced to thousands of listeners many subjects of absorbing interest, and librarians have been made aware of the relatively large number of borrowers who strive in their own way to follow up this listening by reading one or more of the books recommended. What happens to individuals listening by their own firesides is intensified when a group is listening, a group which not only hears the broadcast lecture, but discusses it afterwards." For a successful group there are three important points to watch: The instrument should be a good one; the group leader should be able to elucidate points which the lecturer cannot fully explain in the limited time at his disposal; and the group nucleus should be local societies interested in the subjects under discussion. Two (British) publications of value are *The Radio Times* and *The Listener*.

REFERENCE LIBRARIES. See COLLEGE LIBRARIES

ROSENWALD FUND

Marks, Robert. The library as a culture-museum. *LIB. JOUR.* 55:688. 1930.

"The Rosenwald aid to libraries is one designed to stimulate rather than support. Its library program is based on an effort to implant in the communities of the South a realization of the needs for cultural activity and a conception of the means by which this aid can be realized."

SCHOOL AND LIBRARY COOPERATION

Foster, M. E. The possibilities in a cooperative plan of school library administration. *Penn. Lib. Notes*, 12:134-136. 1930.

The administration of school libraries in Pittsburgh now covers a professional library at the Board of Education Building; a library in a teachers' training school; 16 high school libraries with 31 trained librarians; 83 elementary school libraries; class-room collections in 24 schools, and two stations.

(Continued at foot of page 736)



The Children's Librarians' Notebook



Berry, Erick. *Penny Whistle*. Macmillan. \$1.

Glad that Erick Berry has made her Africa live in a book for the smaller children. I think that children will enjoy it nearly as much as *Little Black Sambo*, especially those who can reproduce the music notes Penny Whistle learned.—M. W.

Davis, Mary Gould. *Baker's Dozen*. Harcourt, Brace. \$2.

This selection of stories which has proved to be of lasting interest to children will be most valuable to both teachers and parents for telling or reading aloud. The collection is so varied that it will be of interest to all types and would be a decided asset wherever there is a demand for such material.—M. P.

Everson, Florence M. *Puppet Plays for Children*. Beckley-Cardy. \$1.

A collection of four plays for puppets and one shadow play, with easy and simple directions for making and staging the puppets. Would be most helpful for school project work and simplest book of its kind I have found. May be able to interest the county school children with a few copies and hope the demand will grow to warrant a larger order.—M. W.

Field, Rachel. *Pointed People*. Macmillan. \$1.25.

A new edition with added poems which will delight all ages of children and will help to interest the uninitiated in the reading of poetry. Black and white silhouettes are most attractive. Must check shelf list before ordering for all branches and school collection.—M. W.

SELIGMAN ECONOMIC LIBRARY

Hill, E. C. A priceless treasure of business. *Nation's Business*. 18:33-35, 164, 166. 1930.

An account of the economic library of 50,000 books, pamphlets, autograph letters, broadsides and handbills collected over a period of fifty years by Edwin R. A. Seligman, professor of Political Economy in Columbia University, recently sold to the university library, where it is known as "The Seligman Collection." It includes the library of American finance collected from 1830 and 1880 by Albert S. Bolles of Philadelphia, given to Professor Seligman by his brothers in 1887 as a wedding present; and half of the remarkable collection assembled by Francis Place. It is especially strong in British patent office reports, German Socialistic and Communist literature, early English and American labor periodicals, and the early literature of fire and life insurance. The collection on the Bank of England and the early projects for land banks is probably unique. The Americana of the library is of the greatest interest and importance.

TEACHERS COLLEGE LIBRARIES

American Association of Teachers Colleges. A Department of the National Education Association. *Ninth Yearbook* 1930. pap. 160p.

Standards recommended for the libraries of teachers colleges and normal schools, p. 134-135. "Each teachers college shall have at least 15,000 volumes, exclusive of public documents and bound periodicals. For normal schools offering only two and three year curriculums the minimum shall be 10,000 volumes. It is recommended that by 1940 these minima shall be increased to 25,000 and 17,000 respectively. In computing the number of volumes in a library not over 15 per cent shall be allowed for duplicates." Recommended percentages for the distribution of books among the Dewey decimal classifications are given. (See p. 741 of this issue.)

Hader, Berta and Elmer. *Lions and Tigers and Elephants Too*. Longmans, Green. \$1.25.

Just the sort of book needed for primary children, both in school and out. Because of paper binding will order reinforced binding for the school collections.—M. W.

Morris, Kenneth. *Book of the Three Dragons*. Longmans, Green. \$5.

This is a most attractive retelling of old Welsh legends. The book is beautifully bound and contains several striking illustrations which are well suited to the theme. However, its appeal is quite limited and since the book is fairly expensive its use in our library would not be great enough to warrant its purchase.—M. P.

O'Donnell, Elliott. *The Boys' Book of Sea Mysteries*. Dodd, Mead. \$2.

I doubt if this type of book would interest the mid-Western "land-locked" boy. It is made up of many short, curt reports of unusual happenings at sea and would interest only those brought up on sea lore. Will not buy.—M. W.

Palm, Amy. *Wanda and Greta at Broby Farm*. Longmans, Green. \$2.

Story of the happenings to two girls on their farm home in Sweden. Will not buy—too far remote from life on an ordinary farm home. The story does not ring true.—M. W.

These books are actually reviewed by different children's librarians in the field. The name of the reviewer of any book will be given upon request.

THEFTS, BOOK

Partridge, Robert. Public library thefts. *Ln. and Book World*. 19:387-388. 1930.

"The psychological explanation is that these thefts arise from a misconception on the part of the pilferer regarding public property. If his conscience ever pricks him he argues to himself, curiously enough, that the things in the library, being public property, are there for anyone to take. If he does not avail himself of the opportunity, somebody else will. . . . The power of publicity has not been sufficiently utilized. Occasional articles in the local newspapers, honestly informing citizens of the losses sustained by their libraries, and appealing to the good nature of the public, soliciting its aid to protect its own property, might also help."

THORDARSON LIBRARY

Bay, J. C. *Bibliotheca Thordarsoniana*; a private collection of scientific and technological literature. illus. por. In: *Bibliographical Society of America. Papers*. v. 23. Part One, 1929. p. 1-17.

The private library of Chester H. Thordarson of the Thordarson Electric Company, Chicago, contains about 25,000 books, comprising original sources and monumental works covering the history and development of science and technology. His collection of Icelandic and Island Americana ranks third in the country, Cornell University (the Fiske Collection) and Harvard University having more extensive collections.

TORONTO (ONT.) CENTRAL CIRCULATING LIBRARY

Miller, E. V. D. Impressions of Toronto's new library. illus. *LIB. JOUR.* 55:689-690. 1930.

Brief account of the dedication of the new Toronto Central Circulating Library.

School Library News

Index to Material on Libraries

THE FOLLOWING INDEX to the material on libraries, books and reading in some of the most recent readers has been compiled by Elizabeth O. Williams of the Los Angeles City School Library to aid the teacher in bringing a wider understanding of the use of books and libraries to every boy and girl from the first through the upper grades of the elementary school.

I. HISTORY OF BOOKS

- Learn to Study Readers.* Horn, Ernest, and others. Ginn.
 Book III. Horn Book and New England Primer. p. 271-274.
 Book IV. Story Books of Colonial Children. p. 247-253.
 Book V. Story of How Man Has Left Records. p. 190-209.
Reading Hour. Rowland, S. V., and others. Winston.
 Book IV. New Trails. The Talking Paper. p. 325-327.
Study Reader. Walker, Alberta, and others. Merrill.
 Sixth. Book Making Long Ago. p. 243-254.
Thought Study Readers. Spencer, P. R., and others. Lyons & Carnahan.
 Book V. Books of Yesterday. p. 178-189.

II. USE OF BOOKS

(Contents, Index, Dictionary, and Encyclopedia)

- Bolenius Readers* (rev. ed.) Bolenius, E. M. Houghton Mifflin.
 Fourth. How to Read a Textbook. (Also use of the encyclopedia). p. 42-44.
 Use of the Encyclopedia. p. 45-46, 125.
 How to Use the Dictionary. p. 160-161.
 Dictionary and Encyclopedia Lessons. p. 166, 198, 208, 250, 286.
Children's Own Readers. Pennell, M. E., and Cusack, A. M. Ginn.
 Books III-VI. Little Dictionary. Illustrated.
Good Reading. Manly, J. M., and others. Scribner.
 Book V. Using Reference Books. p. 78-79.
 Learning How to Use an Article from an Encyclopedia. p. 85.
Facts and Fancies. Lewis, W. D., and Rowland, A. L. Winston.
 Fourth. Why Books Have Indexes. p. 261.
 Your Own Dictionary. p. 34-35.
Individual Progress Reading. Suhrie, A. L., and Gee, M. G. World.
 Book I-IV. Each book gives information about copyright, acknowledgment, dedication, and contents written simply with explanations for children.
Learn to Study Readers. Horn, Ernest, and others. Ginn.
 Book II. How to Use the Table of Contents. p. 77-78.
 Using the Table of Contents. p. 192.
 Book III. The Telephone Book. p. 69-78.
 Learning to Use the Index. p. 185-187.
 Using the Table of Contents. p. 284-285.

- Book IV. Title Page. p. 68-71.
 Using an Index. p. 90-91.
 An Index Lesson. p. 204-207.
 Learning to Use Reference Books. p. 286-288.
 Using the Table of Contents. p. 344.
 Book V. How to Use an Index. p. 29-33.
 Dictionary Test Lesson on Locating Words. p. 55-56.
 An Index Lesson. p. 335-336.

News on Readers. Hardy, R. L., and Bryce, C. T. Newson.

- Book I. Good Times. - In This Book. p. 121. (Contents.)

Pathway to Reading. Coleman, B. B., and others. Silver, Burdett.

- Fourth. Making a Dictionary. p. 93.
 Alphabet Practice. p. 56.
 Fifth. Dictionary Making. p. 90.
 Sixth. Using Reference Books. p. 144.

Scouting Through. Lewis, W. D., and Rowland, A. L. Winston.

- Sixth. Using the Dictionary. p. 69-73.
 Two Books are Better Than One. p. 292.

Stone's Silent Reading. Stone, C. R. Houghton Mifflin.

- Book IV. Learning to Recognize and Pronounce Words. p. 280-281.
 Little Dictionary. p. 282-293.

Book V. Practice Exercises to Gain Speed in Finding Words in the Dictionary. p. 146-149.

Using the Little Dictionary. p. 284-285.

Book VI. Using the Little Dictionary. p. 314.

Story and Study Readers. Gecks, M. C., and others. Johnson.

- Third. Know Your Book. (Contents.) p. 131, 251.

Fourth. The Little Dictionary (explanation of its use). p. 343-352.

- Fifth. Using the Dictionary. p. 25.
 Dictionary Practice Exercises. p. 49.
 Little Dictionary. p. 406-416.

Study Readers. Walker, Alberta, and others. Merrill.

- Second. Finding Out. p. 10.
 Finding What the Cover Tells. p. 11.
 Finding a Story (Contents). p. 12-15.

Third. Using the Table of Contents. p. 11.

- Fifth. Getting Acquainted with Your Book. p. 216.

Thought Study Readers. Spencer, P. R., and others. Lyons & Carnahan.

- Book IV. Do You Know Your Reading Book? p. 89-93.

(Title, table of contents, index.)

How to Use Your Dictionary. p. 222-232.

Book VI. Let the Atlas Help You. p. 71-78.

Whys and Wherefores. Lewis, W. D., and Rowland, A. L. Winston.

- Fifth. Using the Dictionary. p. 68-72.

Work and Play Books. Gates, A. I., and Huber, M. B. Macmillan.

- Book I. Round the Year. Your Book. p. 163 (contents).

Book II. Friendly Stories. Your Book. p. 226 (contents).

III. CARE OF BOOKS

- Facts and Fancies.* Lewis, W. D., and Rowland, A. L. Winston.
 Fourth. *Facts and Fancies. What a Book Said.* p. 10-11.
Learn to Study Readers. Horn, Ernest, and others. Ginn.
 Book I. How to Mark Your Place. p. 12-13.
 Do You Know How to Keep a Book Clean? p. 14.
 Do You Know How to Open a New Book? p. 30-31.
 Book V. How Books Are Spoiled. p. 52-54.
Silent Readers. Lewis, W. D., and Rowland, A. L. Winston.
 Fourth. What a Library Book Said. p. 98.
Stone's Silent Reading. Stone, C. R. Houghton Mifflin.
 Book VI. Preparing This Book for Use. p. 1.
 Rules for the Care of Books. p. 2.
Story and Study Readers. Gecks, M. C., and others. Johnson.
 Fifth. Your New Book. p. 9-11.
Study Readers. Walker, Alberta, and others. Merrill.
 Third. Opening and Care of Books. p. 1-5.
 Books to Put Away. p. 210-211.
 Brownies Book Shelf. p. 209.

IV. LIBRARIES

- Child Library Readers.* Elson, W. H., and Runkel, L. E. Scott, Foresman.
 Book I. Some Books for the Room Library. p. 174.
 Book II. Some Books for the Room Library. p. 237.
 Book III. A Child's Library. p. 313-314.
Citizenship Plays. Hubbard, Eleanore. Sanborn.
 The First American Library; a Play in One Act. p. 95-106.
Do and Learn Readers. White, M. L., and Hanthorn, Alice. American Book Co.
 Book I. Our Friends at Home and School.
 The Librarian. p. 147-148.
 Our Library. p. 149-151.
Open Door Readers. Neal, E. A., and Storm, O. P. Macmillan.
 Second. The Library. p. 98-101.
Study Readers. Walker, Alberta, and others. Merrill.
 Third. Book Brownies Library. p. 7-9.
Thought Study Reader. Spencer, P. R., and others. Lyons & Carnahan.
 Book VI. Our Friend the Library. p. 287-295.
 (Registration—the use of catalog and classification.)
Treasure Trails. Harper, Wilhelmina, and Hamilton, A. J. Macmillan.
 Books I-IV contain a letter with a library list.

V. BOOKS AND READING—BOOK LISTS

- Child Story Readers.* Freeman, F. M., and others. Lyons & Carnahan.
 Book IV. Keeping a Record of Your Reading. p. 19-20.
 Books V and VI. "Books to Read"—following each selection.
Facts and Fancies. Lewis, W. D., and Rowland, A. L. Winston.
 Fourth. Aboard the Good Boat "Books." p. 36-39.
Laidlaw Readers. Dressel, Herman, and others. Laidlaw.
 Primer. Good Stories. p. 62-64.
 First. Good Stories. p. 16-17.

Learn to Study Readers. Horn, Ernest, and others. Ginn.

- Book IV. What to Remember About Stories and Poems. p. 26-32.
Lincoln Readers. Davidson, Isobel, and Anderson, C. J. Laurel.
 Fourth. Never Without a Book (Abraham Lincoln). p. 2.
Newson Readers. Hardy, R. L., and Bryce, C. T. Newson.
 Book I. Good Times. For Our Bookshelf. p. 127.
 Book II. Open Door. For Our Bookshelf. p. 206-207.
 Book III. Storyland. For Our Bookshelf. p. 286-287.
 The Land of Story Books. p. 16-17.
 Book IV. Book Friends. Authors and Artists We Like. p. 327-328.
 For Our Bookshelf. p. 349-351.
 Making Stories Come Alive. p. 252.
 Interesting Books About Birds. p. 157-158.
 Lewis Carroll and His Books. p. 59-62.
Pathway to Reading. Coleman, B. B., and others. Silver, Burdett.
 Second. When Mother Reads. p. 164-165.
Reading Hour. Rowland, S. V., and others. Winston.
 Book IV. Johnston, A. F. Book Houses. p. 1.
 Booklists. p. 21.
 A Book-House Friend. p. 259-261.
 Brief Book lists follow each chapter.
Scouting Through. Lewis, W. D., and Rowland, A. L. Winston.
 Sixth. Reading Poetry. p. 187-195.
Silent Readers. Lewis, W. D., and Rowland, A. L. Winston.
 Fifth. What Shall I Read? p. 126-129.
Stone's Silent Reading. Stone, C. R. Houghton Mifflin.
 Book IV. What Do You Read at Home? p. 155-156.
 Book V. Books That Boys and Girls Like. p. 280.
 Interesting Informational Books. p. 282.
 Book VI. Books That Boys and Girls Like. p. 54-59.
Study Readers. Walker, Alberta, and others. Merrill.
 Primer. Making a Bookcase for Father. p. 26-35.
 First. Books and Reading. p. 28, 34, 35, 40.
 Third. Story Book Friends. p. 15-16.
 Fourth. What Books Give Us. p. 1-3.
 Sixth. Making Book Friends Come to Life. p. 130-136.

Bookbinding Exhibit in Brussels

BOOKBINDINGS belonging to periods from the twelfth to the sixteenth century are being shown at the Royal Library in Brussels. A second exhibit of bookbindings from the seventeenth century down to our day will follow within a few months. About 550 bookbindings figure in the first exhibit. They are of great variety and yet every one distinctly belongs to its epoch. As the organizers of the exhibit point out, only the twentieth century has dared to break away from symmetry in book covers and all these bindings from the twelfth to the sixteenth century observe the same laws of harmony and symmetry.

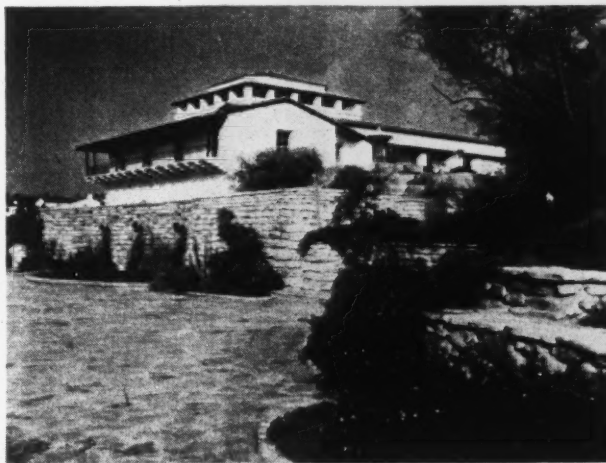
In The Library World

Los Angeles County Dedicates Branch

ON Friday, June 27, over a hundred librarians, attending the A. L. A. convention in Los Angeles, motored to Palos Verdes Estates to attend the dedication exercises of the new library building, a branch of the Los Angeles County System.

The building of reinforced concrete and designed by Myron H. Hunt, was erected at a cost of \$60,000 provided through a bond issue voted by Palos Verdes Library District. Another \$30,000 was used for the site, landscaping, and furniture. On the main floor entering from the park is a long reading room 80 by 26 feet, adjoining which is a children's room 35 by 24 feet, and the main stack 34 by 26 feet. There is also a work room on this floor with a rest room for employees. Opening off of this floor there is a large garden enclosed open air reading room or patio, with covered porch. On the floor below is an exhibit hall, 48 by 24 feet, for month to month shows of paintings, sculptures, prints, etc.; it will also be used for chamber music, lectures, and meetings of local bodies. Back of the exhibit hall is a large storage vault for paintings, rare books, and art objects, a large unpacking room, and boiler room. The high ceilings on both floors are arranged for two additional mezzanines for stack space, ultimately estimated to take care of 30,000 volumes.

The hand-made walnut furniture is patterned after real pieces of antique Italian design and was all made by the Palos Verdes Guild at Portuguese Bend. The books, librarian, and cataloging are furnished by the Los Angeles County Library under contract with Palos Verdes Library District, but the trustees plan to purchase some books each year and expect to receive gifts.



Palos Verdes Estates Library, a branch of Los Angeles County

Bronx Library Urged

A MOVEMENT to obtain from the Board of Estimate funds for a public reference library in the Bronx was started August 29, when 200 residents of that borough attended the first of a series of rally meetings in the auditorium of the Fordham Branch Library. Colonel Daniel P. Sullivan, civic worker, presided. Letters in support of the movement were received from Chancellor Elmer Ellsworth Brown of New York University and the Rev. William J. Duane, S. J., president of Fordham University, both of whom had been invited to attend the meeting. Colonel Sullivan, in stressing the need for the proposed library, asserted that agitation for it had been in progress for two months.

He said that as a result of this movement an item of \$25,000 had been included in the Board of Estimate's next budget and would come up for a hearing in October. Of this amount \$20,000 would be used for the purchase of books and the remainder would be set aside to pay the librarian and other expenses, he said.

Library Station in Business Arcade

THE CARNEGIE LIBRARY at Alliance, Ohio, has a library booth which forms a part of the Arcade News Stand near the entrance to the principal business arcade on Main Street in Alliance. This station was opened in 1927 with approximately six hundred adult volumes. The contract has been on a monthly rental basis, the rent to include the service of attendance on the public, except on Saturday afternoons and evenings, when a representative from the Main Library is in charge. Almost from the beginning the station attracted many people who had not been in the habit of using the Main Library, while others began to take

books more frequently because it was convenient for them while shopping. The counter for charging books opens directly on the arcade and beneath is a glass case for the display of books. During the past three years it has proved that the publicity received by the Library as a whole has been of as great benefit as the circulation of books from the booth. Many patrons who register at the station begin later to frequent the Main Library, which is on a hill several blocks from the business section of the city. The station is open very nearly as many hours as the Main Library. Requests to have books reserved are received there in the same manner as they are received at the Library. Patrons are told, however, that because of limited space at the station they cannot return Main Library books there and must return all station books to the station. About a year ago a collection of approximately one hundred attractive books for little children, mostly "easy books," was placed at the station as an accommodation to parents, who are permitted to borrow them on their cards. The lessees of the building appreciate having the library station in the arcade and when the news stand was temporarily vacant during a change in ownership, they permitted the library to continue the station without rental charge, except for heating and lighting. The rent has been reasonable and it has been found that the cost per book circulation, even with a liberal allowance for Main Library overhead expense, has been less than that of the library system as a whole.

Prizes For Best Essay

THE NEW YORK LIBRARY ASSOCIATION is offering prizes for the best essay on Library Publicity, submitted at the annual meeting in Albany, October 14-17. The paper may be either an account of Library Publicity achieved, plans for such publicity, or attractive ways of calling attention to the library service within the building or through window displays, club meetings, newspaper, or any other sources. Papers are not to exceed 500 words in length.

Graded List of Children's Books

UNDER the direction of a committee of the American Library Association, Nora Beust, librarian of the School of Education Library, University of North Carolina, has compiled a *Graded List of Books for Children* with the needs of both teacher and librarian in mind. No text-books as such are included, only books for general reading, supplemented with titles

which meet local school needs. For the convenience of teachers and librarians, a list of reference books useful for the first nine grades has been added and the editor has provided a general subject index, basing the choice of subject headings largely on those indicated in the *Children's Catalog*, compiled by Minnie Earl Sears. There are

three lists: Section A, picture books and easy reading books for children in grades one, two, and three; Section B, titles for fourth, fifth, and sixth grade pupils; Section C, for seventh, eighth, and ninth grade children. All grades in which a book may be used are designated after the individual entry. The volume is published by the American Library Association, Chicago, Ill.

Two Cities Cooperate Over Radio

PROBABLY the first case to be recorded where two libraries in different cities cooperate on weekly radio book talks is that of the Des Moines, Iowa, Public Library and the Davenport, Iowa, Public Library, which are 175 miles apart. Every week during the past two years the Des Moines Public Library has broadcast a program consisting of book reviews, but since the synchronization of stations WHO at Des Moines and WOC at Davenport, the two libraries have decided to cooperate with the book programs, although all programs will be broadcast from the Des Moines studio.



Alliance Book Station in the Business Arcade

Standards for Teachers Colleges

AMONG THE ITEMS to be considered by the Committee on Standards and Surveys, American Associations of Teachers Colleges, during the year were the standards for teachers college and normal school libraries, which were presented to the Association in Boston, again in greater detail by Dr. George W. Rosenlof at Cleveland last year, and which were laid on the table for consideration at this year's meeting. During the year the Committee secured the assistance of a number of interested librarians in teachers colleges, and members of various library associations working on the problems of library standards. As a result of this cooperation the Committee was able to prepare a set of standards for teachers college and normal school libraries which embodied all the essential elements of Dr. Rosenlof's proposal of last year and some additional refinements, approved by the representatives of the library groups and by Dr. Rosenlof, which would make the standards easier to administer. The Committee recommended the substitution of the revised standards for the standards as submitted last year. The standards adopted are as follows:

1. *Books and Periodicals:* Each teachers college shall have at least 15,000 volumes, exclusive of public documents and bound periodicals. For normal schools offering only two or three year curriculums the minimum shall be 10,000 volumes. It is recommended that by 1940 these minima shall be increased to 25,000 and 17,000, respectively. In computing the number of volumes in a library not over 15 per cent shall be allowed for duplicates. The books should be distributed among the various classifications in approximately the following order:

CLASS	SUBJECT	PER CENT
000-099.9	General Library Bound Periodicals...	7.5
100-199.9	Philosophy and Psychology	5.0
200-299.9	Religion and Bible Stories.....	2.5
300-399.9	Sociology and Education.....	20.0
400-499.9	Language and Philology.....	2.5
500-599.9	Sciences	7.5
600-699.9	Useful Arts	7.5
700-799.9	Fine Arts	5.0
800-899.9	Literature	20.0
900-999.9	History and Geography	20.0

(These proportions should be revised from time to time in order that they may be adjusted to changing emphasis in the work of teachers colleges.)

Each teachers college library shall provide not less than 150 periodicals appropriate to the academic, cultural and professional needs of the institution. *Parts 2, 3, 4 and 5 are to be considered only as recommendations.*

2. *Training School Library:* Each teachers college or normal school should also provide at least one (if elementary and secondary training

schools are separately housed, separate libraries are desirable) training school library, which will be administered by the teachers college library and which will serve the needs of the training school students and serve also as a model and practice unit for the teachers college students. The books in the training school library may be counted in the minimum total but not to exceed 20 per cent of the total.

3. *Staff:* Each teachers college or normal school with an enrollment of less than 1000 "full-time" students should employ at least two full-time librarians in addition to the librarian or librarians in charge of the training school libraries. An additional full-time librarian should be employed for each additional 500 full-time students or major fraction thereof above 1000. These librarians should have academic qualifications equal to those prescribed for regular faculty members in Standard V-B. This training should include at least one year's work in an approved library school. These librarians should be accorded the same privileges as any other members of the instructional staff. Assistants should be employed as needed to care for necessary clerical and routine work in the library. Additional assistance should be provided as needed in colleges offering a definitely organized curriculum for the training of special teacher-librarians.

4. *Budget:* Each teachers college or normal school with an enrollment of less than 1000 "full-time" students should apportion annually to the library not less than 7 per cent of the entire college budget for current expenses exclusive of capital outlay and such supplementary business operations as dormitories, cafeterias and book stores. For enrollments more than 1000 and less than 1500 the per cent should not be less than 6 and for enrollments over 1500 the per cent should not be less than 5. This amount should be apportioned to salaries, books and other items in approximately the following proportions:

	PER CENT
1. Salaries and wages.....	55
2. Library supplies.....	2
3. Travel	1
4. Printing and publications.....	2
5. Binding and repairs	5
6. Books	25
7. Periodicals	5
8. New equipment	3
9. All other items.....	2

5. *Physical Equipment:* The library should be housed so as to provide reasonable safety from fire for the stacks; adequate provision for reading, reference work, and use of periodicals; accessions, cataloging and work rooms; librarian's office, reserve book and loan desk service; library methods classroom, and the equipment necessary for efficient service in all departments of the library.

Important Italian Books Published Within the Last Five Years

Compiled by LEONILDA I. SANSONE
Italian Librarian, Aguilar Branch, New York
Public Library

Historical Novels

- Bacchelli, Riccardo. *Diavolo al Pontelungo*. Ceschina, Milan. 1927. 2 vol.
Corra, Bruno. *Passatore*. Alpes, Milan, 1929.
Gasparotti, Luigi. *Sparvieri*. Treves, Milan, 1928.
Monti, Alessandro A. *L'Avventura di Luchino Tarigo*. Ceschina, Milan, 1929.
Novelli, Enrico. *Fiamma su la balzana*. Bemporad, Firenze, 1928.
Zuccoli, Luciano. *Scandolo delle Baccanti*. Treves, Milan, 1929.

For Students of Italian (edited with notes and vocabulary)

- Bracco, Roberto. *Piccolo santo*. Century.
Cowper, F. A. G. *Italian folk tales and folk songs*. Chicago Univ.
Farina, S. *Fra le corde di un contrabasso*. Chicago Univ.
Fucini, Renato. *Novelle e poesie*. Chicago Univ.
Marraro, H. R. *Contemporary Italian short stories*. Holt.
Pirandello, Luigi. *Così e se vi pare*.
Reinhard and de Filippis. *Novelle Italiane moderne*. Century.
Wilkins and Altrocchi. *Italian short stories*. Heath.

Books Reflecting Contemporary Italian Thought

- Angiolietti, G. B. *Giorno del giudizio*. Ribet, Torino, 1928.
Borgese, G. A. *Ottocento Europeo*. Treves, Milano, 1927.
Croce, Benedetto. *Storia d'Italia*. Bari, Laterza, 1928.
Gentile, Giovanni. *Educazione e la scuola laica*. Vallecchi, Firenze, 1927.
Gentile, Giovanni. *Fascismo e cultura*. Treves, Milano, 1928.
Pagano, Luigi. *Fionda di Davide*. Saggi critici. Bocca, Torino, 1928.
Papini, Giovanni. *Sant'Agostino Vallecchi*. Firenze, 1929.
Volpe, Gioacchino. *Guerra, dopoguerra fascismo*. La Nuova Italia, Venezia, 1928.
Volpe, Gioacchino. *Italia in cammino, l'ultimo 50 anni*. Treves, Milano, 1928.

Contemporary Fiction

- Andrea, Duchessa d'. *Rovine di stelle*. Ceschina, Milano.

- Avancini, Avancino. *La sensitiva*. Ceschina, Milano.
Bacchelli, Riccardo. *Citta degli amanti*. Ceschina, Milano.
Bontempelli, Massimo. *Figlio di due madre*. Mondadori, Milano.
Brocchi, Virgilio. *Miti*. Mondadori, Milano.
Chiesa, Francesco. *Villadorna*. Mondadori, Milano.
Comisso, Giovanni. *Gente di mare*. V. 1. Milano.
Deledda, Grazia. *Vecchio e i fanciulli*. Milano.
Maj, Bianca de. *Pagare e tacere*. Milano.
Moretti, Marino. *Casa del santo*. Treves, Milano.
Parodi, Mario. *Fanciullo e la preda*. Treves, Milano.
Perri, Francesco. *Emigranti*. Mondadori, Milano.
Vergani, Orio. *Io, povero negro*. Treves, Milano.
Viani, Lorenzo. *Angio, uomo d'acqua*. Alpes, Milano.

EASY ITALIAN BOOKS FOR ADULTS

Tales of Chivalry

- Causa, Cesari. *Racconti delle fate*. Salani. *I cavalieri della tavola rotonda*.
Cavezzi, Carlo. *Storia dei paladini di Francia*.
Fulvia, pseud. *Novelle indiane*. Hoepli.
Guerino il meschino. Bertieri, 1928.
Mille e una notte.
Povero Fornaretta (ill. by Marini). Bertieri, 1925.
Reali di Francia.
Schmidt, Christopher. *Genoveffa*.
Lorenzini, Carlo. *Avventure di Pinocchio*. Bemporad (ill. by Mussino).

Religious Books

- Dandolo, Milly. *Storia di Gesù*. Internazionale.
Gallina, P. C. *Parabola di Gesù*. Fiorentina, 1927.
Lucarini, Ostilio. *Racconto della bibbia*. Mondadori, 1924.
Revelli, Mariz. *Racconto degli Evangelii*. Treves, 1928.
Lives of the following saints:
St. Luigi Gonzaga
St. Augustine
St. Catherine
St. Clara of Assisi
St. Jeanne d'Arc
St. Francesco d'Assisi (simplest is by Mariz Revelli)
St. Teresa

Recent German Books

Selected by DR. JOHN A. WALZ,

Professor of the German Language and Literature,
Harvard University

Hils, Waldemar. *Himmelsvolk. Ein Buch von Blumen, Tieren und Gott.* (Heavenly People. A Book of Flowers, Animals and Plants.) Berlin, 1921, Schuster & Loeffler.

It is an animal book in the usual sense, but a book showing the divine spirit in animate and inanimate creation, appealing to children and adults. Hils is the author of the widely known *Die Maja und ihre Abenteuer* (The Bee Maja Her Adventures), also of *Das Anjehind* (The Child), Schuster & Loeffler (Berlin, 1911), the tragic story of a strange girl living a lonely life with her father in the wilderness of the North German heath; of *Indienfahrt* (My Journey in India), Rütten & Loening, Frankfurt a. M., 1916 and later, a strangely fascinating account of the weirdness and mysticism of nature and life in India.

Grimm, Hans. *Volk Ohne Raum.* (People without Land.) 2 vol. A. Langen, Munich, 1926.

The plight of the German people as the result of the war, as seen by a German patriot; realistic and well written.

Kolbenheyer, E. G. *Amor Dei. Ein Spinoza-Roman.* Munich, Geo. Müller, fifth ed., 1917.

Kolbenheyer, born in Hungary, is one of the leading German novelists—though little known outside of Germany. His Spinoza novel gives a sympathetic picture of the great philosopher on the background of Jewish and Dutch life in Amsterdam and The Hague during the seventeenth century; somewhat impressionistic. Kolbenheyer is also the author of three strong novels dealing with the life and times of Paracelsus.

Löns, Hermann. *Sammtliche Werke.* (Collected Works.) 8 vol. Hesse & Becker, Leipzig, 1924.

Löns is one of the best writers on nature and animal life. *Aus Forst und Flur* (From Forest and Meadow) gives realistic and at the same time poetic pictures of animal life in Northern Germany, especially the Lüneburger Heide in Hanover. *Niedersächsisches Skizzenbuch* (Low Saxon Sketchbook) pictures the North German landscape and country life. *Widu. Ein Neues Tierbuch* (Widu. A New Animal Book), A. Sponholtz, Hanover, 1917, describes the daily life of animals in the woods and fields of Northern Germany. Animals are to Löns individualities. His novels give realistic pictures of German life. *Dahinten in der Heide* (Back Yonder in the Heath) is a wholesome story of a man who meets defeat in the city but builds for himself a new life as tiller of the soil. *Die Häuser von Ohlendorf* (The Houses of Ohlendorf) is a romance of a German village. *Der Wehrwolf* (The Werewolf) is a powerful story of the horrors of the Thirty Years' War as experienced by the peasants of a North German village.

Mann, Thomas. *Gesammelte Werke.* (Collected Works.) 10 vol., Berlin, S. Fischer, 1922ff.

Including *Buddenbrooks*, *Novellen* (Short Stories), *Der Zauberberg* (The Magic Mountain), *Betrachtungen eines Unpolitischen* (Meditations of a Man Outside of Politics). Thomas Mann's latest story is *Mario und der Zauberer* (Mario and the Magician), Berlin, S. Fischer, 1930; an interesting experience in an Italian summer resort with a tragical ending, showing the author's power of realistic description and keen psychological analysis.

Toller, Ernst. *Masse-Mensch.* (Mass-man.) G. Kiepenheuer, Potsdam, 1925.

A strong and characteristic expressionistic drama representing the proletarian upheaval in Europe.

Wassermann, Jakob. *Das Gansemannchen.* (The Goose-man.) Berlin, S. Fischer, 1915.

The story of a musical genius who learns through bitter experience that life demands humanity even from the genius, not merely singleness of purpose and devotion to work. A powerful novel of German life in the second part of the nineteenth century.

Zahn, Ernst. *Helden des Alltags.* (Everyday Heroes.) Stuttgart, Deutsche Verlagsanstalt, 1905 and later.

Stories of Swiss life showing the heroism of ordinary men and women; clear and vigorous style. *Herrgottsaden* (Gossamers), forty-first ed., 1921; the conflict of two strong personalities on the background of a peasant community in the Swiss Alps; interesting plot, lifelike characters, vigorous style.

Series

Deutsche Literatur. (German Literature.) Leipzig, Philip Reclam jun., 1930ff. Ed. by Professors Kindermann of Danzig, Brecht of Munich, Kralik of Vienna.

A collection of the most important literary and cultural documents of the German people extending from the early Middle Ages to the end of the nineteenth century. It is divided into twenty-five. Each of the series may be purchased separately. When completed, the collection will contain all that is most worth while in German literature. Several volumes have appeared so far.

Work of Reference

Reallexikon der Deutschen Literaturgeschichte. (Encyclopedia of German Literary History.) Ed. by P. Merker and W. Stammer, Berlin. 3 vol. De Gruyter, 1925-29. (A fourth supplementary volume is announced for 1930.)

An up-to-date and thoroughly reliable presentation of the various literary forms, schools, influences, etc., to be met with in German literature, with valuable bibliographies.

Magazines

Velhagen und Klasings Monatshefte. Berlin, Velhagen & Klasing.

Westermann's Monatshefte. Braunschweig. G. Westermann, high-class, illustrated monthly magazines for the general public, with a wide range of subjects.

Library Organizations

Rural Library Extension Institute

THE FIRST Rural Library Extension Institute was held at the College of Agriculture of the University of Wisconsin, Madison, June 30-July 18, 1930, in connection with the ninth annual Rural Leadership Summer School of the College of Agriculture. The Institute was held under the auspices of the American Library Association Committee on Library Extension, with the cooperation of the A. L. A. Board of Education for Librarianship and the Carnegie Corporation. The cooperation of the University of Wisconsin in providing class rooms on the agricultural campus, and adequate dormitory facilities and a hospitable environment; and the cordiality and helpfulness of the Wisconsin Free Library Commission through its secretary, Mr. C. B. Lester, in making their facilities available and releasing Miss Harriet C. Long, head of the Traveling Library Department, for conducting the course in County Library Service, were important factors in making the Institute a success. The fine spirit of interest and cooperation on the part of the Wisconsin Library School through the Principal, Miss Mary Emogene Hazeltine, and others of the faculty, and their willingness for Institute students to make use of material at the Library School, were greatly appreciated.

An outstanding feature of the Institute was its connection with the Rural Leadership Summer School under Professor J. H. Kolb of the University of Wisconsin. Association with other workers in the field of rural advancement, including chiefly social and religious workers and ministers, gave to the library students a broader view of rural conditions; and the opportunity for daily classes in Rural Sociology under Professor Kolb, a recognized master of the discussion method with adult students, was stimulating and informing. The course on Adult Education with the larger group, under Mr. John D. Willard, Rural Specialist with the American Association for Adult Education, was also a helpful and broadening discussion of rural problems closely related to the work of the library.

In the distinctly library field there were two class periods daily—one on general and state library extension in charge of Miss Alice S. Tyler, and the other on county library service, by Miss Harriet C. Long. In these courses each member of the Institute was assigned a project in either state or county library extension at the opening of the Institute; these en-

tailed as much reading and research as was possible in so brief a period, with presentation and discussion at the end of the three weeks. The number of (estimated) hours of work on the projects reported by seventeen members varied from eight to fifty hours, with a total of four hundred and forty-nine hours and an average of twenty-seven hours (Median 28). Some of the larger and more detailed projects were assigned to two members in collaboration, and one project was assigned to three persons.

In addition to the four daily classes during the first two weeks, there were visiting lecturers during the third week, after the Rural Leadership group had gone. The visiting lecturers with their subjects were: Miss Essae M. Culver, Secretary Louisiana Library Commission, "Intensive Promotion of Library Service," and "Library Service, State and County"; Miss Harriet A. Wood, State Supervisor of School Libraries, Minnesota State Dept. of Education, "Library Service to Rural Schools"; Miss Gratia A. Countryman, Librarian of the Minneapolis and Hennepin Co. Public Library, "County and City Relations in County Library Service"; Miss Mary G. Lacy, Librarian, Bureau of Agricultural Economics of the U. S. Department of Agriculture.

The Institute was frankly an experiment and all concerned in it, faculty, members and promoters, entered into the spirit of friendly co-operation. The scope was necessarily limited in many ways, but chiefly as to time. The method was that of discussion, with such use of lectures as seemed necessary in presenting subjects in outline for discussion, or certain informational topics. The Institute group consisted of twenty members from sixteen states. The number was definitely limited upon Professor Kolb's advice, in order that the discussion method could be made more effective. Of the twenty students, thirteen were engaged in some phase of state extension work and seven in county work. Six Southern states were represented with state workers, connected with the library extension program in the South made possible by the Rosenwald Fund.

Free

A RESEARCH ARTICLE "How the Kindergarten Found Its Way to America" by Elizabeth Jenkins, is published in the September, 1930, number of *The Wisconsin Magazine of History*. Reprints of this article may be had free of charge by applying to Dr. Joseph Schafer, Superintendent, The State Historical Society of Wisconsin, Madison, Wisconsin.

Extracts from the Minutes of the Executive Board Meeting (Los Angeles Conference)

Agents in Great Britain for A. L. A. Publications.

March 19, 1930.

VOTED, That the Executive Board approve the appointment of The Woolston Book Company of Nottingham, England, as agents for A. L. A. publications in accordance with the terms outlined in the Secretary's letter of March 19, 1930.

Copyright Bill. April 15, 1930.

VOTED, That the Executive Board approve the action taken by Carl L. Cannon, chairman of the A. L. A. Committee on Book Buying, at the hearing on the copyright bill, as outlined in his letter of April 9, 1930, and that it indorse the proposed amendment to Vestal Bill, H. R. 6990, transmitted with Mr. Cannon's letter of April 9, 1930.

Committee on Annuities and Pensions. May 23, 1930.

VOTED, That the President be authorized to appoint a special Committee on Annuities and Pensions to study and promote the development of annuities, pensions and insurance for librarians.

Basic Books for the Junior College Library. June 10, 1930.

VOTED, That the Executive Board approve the recommendation of the Editorial Committee that the manuscript "Basic Books for the Junior College Library," by Edna Hester, be accepted for publication.

Index to Club Program Material. June 10, 1930.

VOTED, That the Executive Board approve the recommendation of the Editorial Committee that the manuscript "Index to Club Program Material," by Elizabeth Henry, be accepted for publication.

The Program for Elementary School Library Service.

VOTED, That the Executive Board approve the recommendation of the Editorial Committee that "The Program for Elementary School Library Service," by Lucile Fargo, be published by the American Library Association.

Library Service to Children.

VOTED, That the Executive Board approve the recommendation of the Editorial Committee that the manuscript "Library Service to Children," by Effie L. Power, be accepted for publication.

VOTED, That the next Midwinter Conference be held in Chicago.

Pensions and Annuities.

VOTED, That Mr. Brigham be appointed as chairman of the Special Committee on Pensions and Annuities and that the president be authorized to make other appointments after consultation with the chairman.

Children's Librarians Select Best Books of 1929

Contributed by MARY E. EASTWOOD

THE FOLLOWING tabulation represents the vote of 21 of the leading children's librarians of the country as to the best books published in the year 1929 for the children's shelves of the smaller public libraries, the vote being based upon a tentative list of 150 titles selected and presented by the Book Information Section of the New York State Library. The titles are arranged in order of the votes received by each, the **, * and — votes being evaluated on a percentage basis. The sign ** indicates that in the voter's judgment the book in question should be included in a recommended selection of about 75 of the best books of the year; * means that it is considered by the voter to be deserving of favorable consideration; — indicates that for one reason or another the book may be ignored by the small public library. In the tabulation, the new titles of the year and the new editions of older books have been listed separately. *Children's Books of 1929* prepared by the Book Information Section of the New York State Library is based largely upon the votes of these 21 children's librarians. This list was published in *New York Libraries* August, 1930, and appears also in leaflet form. The titles are grouped according to the ages of the children to whom they will appeal; publishers, prices and classification numbers are given, and each title has a descriptive note.

		Total number of votes	
	1	** * —	
Field, Rachel. <i>Hitty</i> . Macmillan. \$2.50.	20	1	..
	2		
Petersham, Mrs. M. F. & Petersham, Miska. <i>Miki</i> . Doubleday. \$2.....	18	3	..
Young, Ella. <i>The Tangle-Coated Horse</i> . Longmans. \$3.50.....	19	1	..
	3		
McNeely, Mrs. M. H. <i>The Jumping-Off Place</i> . Longmans. \$2.....	17	3	..
Nordhoff, Charles & Hall, J. N. <i>Falcons of France</i> . Little. \$2.50.....	12	3	

	Total number of votes				Total number of votes		
	**	*	—		**	*	—
4				15			
Snedeker, Mrs. C. D. P. <i>The Beckoning Road</i> . Doubleday. \$2.....	16	4	..	Nicolay, Helen. <i>Andrew Jackson, the Fighting President</i> . Century. \$2....	10	4	..
5				Van Doren, Mark & Lapolla, G. M. ed. <i>Junior Anthology of World Poetry</i> . Boni. \$2.50.....	10	4	..
Eaton, Jeanette. <i>Daughter of the Seine</i> . Harper. \$2.50.....	16	3	..	Wiese, Kurt. <i>Karoo the Kangaroo</i> . Coward-McCann. \$1.50.....	9	8	1
Hodgins, Eric & Magoun, F. A. <i>Sky High</i> . Little. \$2.50.....	15	5	..	16			
Miller, E. C. <i>Pran of Albania</i> . Doubleday. \$2.....	18	1	1	Eyton, J. S. <i>Kullu of the Carts</i> . Bobbs-Merrill. \$2.50.....	11	5	2
6				Field, Rachel. <i>Pocket Handkerchief Park</i> . Doubleday. 75c.....	7	11	1
Auslander, Joseph & Hill, F. E. ed. <i>The Winged Horse Anthology</i> . Doubleday. \$3.50; Educ. ed. \$1.50.....	14	5	..	Rowe, Dorothy. <i>Traveling Shops</i> . Macmillan. \$2.....	7	9	..
Beskow, Elsa. <i>Pelle's New Suit</i> . Harper. \$1.25.....	16	3	1				
Stiles, K. B. <i>Stamps</i> . Harper. \$3.....	16	1	..	NEW EDITIONS			
7				1			
Brock, E. L. <i>The Runaway Sardine</i> . Knopf. \$2.....	14	6	1	Jewett, S. O. <i>Betty Leicester</i> ; illus. by Beatrice Stevens. Houghton. \$2.50..	15	3	..
Gibson, Katharine. <i>The Goldsmith of Florence</i> . Macmillan. \$5.....	13	6	..	2			
Hillyer, V. M. <i>Child's Geography of the World</i> . Century. \$3.50.....	15	4	1	Homer. <i>Odyssey of Homer</i> ; tr. by G. H. Palmer; illus. by N. C. Wyeth. Houghton. \$5.....	12	5	..
8				3			
Bianco, Margery. <i>All About Pets</i> . Macmillan. \$2.....	15	3	1	Janvier, T. A. <i>Aztec Treasure House for Boys</i> ; illus. by Ben Kutcher. Harper. \$2.50.....	11	4	..
Mirza, Y. B. <i>Myself When Young</i> . Doubleday. \$2.50.....	14	3	..	4			
Swift, H. H. <i>Little Blacknose</i> . Harcourt. \$2.....	14	3	..	Alcott, L. M. <i>Aunt Jo's Scrap-Bag</i> ; illus. by Beatrice Stevens. (Little Women ser.). Little. \$2.....	10	6	1
9				Yonge, C. M. <i>The Lances of Lynwood</i> ; illus. by Marguerite de Angeli. (Children's classics.) Macmillan. \$1.75.....	8	8	..
Allee, Mrs. M. H. <i>Susanna and Tristram</i> . Houghton. \$2.....	16	2	2	5			
Brann, Esther. <i>Nanette of the Wooden Shoes</i> . Macmillan. \$2.....	11	8	..	Leighton, Robert. <i>Olaf the Glorious</i> ; illus. by Henry Pitz. (Children's classics.) Macmillan. \$1.75.....	8	7	..
10				Longfellow, H. W. <i>Song of Hiawatha</i> ; illus. by Frederic Remington and N. C. Wyeth. Houghton. \$2.50	9	5	..
Finger, C. J. <i>Courageous Companions</i> . Longmans. \$3.....	12	7	1	6			
Mukerji, D. G. <i>Chief of the Herd</i> . Dutton. \$2.50.....	11	7	..	Edgeworth, Maria. <i>Simple Susan, and Other Tales</i> ; illus. by C. M. Burd. (Children's classics.) Macmillan. \$1.75.....	9	4	..
Overton, J. M. <i>Long Island's Story</i> . Doubleday. \$3.50.....	12	5	..	James, Will. <i>Smoky, the Cow Horse</i> ; illus. by the author. (Ser. of illus. classics for younger readers.) Scribner. \$2.50.....	10	6	2
Peck, A. M. <i>Storybook Europe</i> . Harper. \$2.50.....	11	7	..	7			
Wiese, Kurt. <i>The Chinese Ink-Stick</i> . Doubleday. \$2.....	10	9	..	Atkinson, Eleanor. <i>Greyfriars Bobby</i> ; illus. by Marguerite Kirmse. Harper. \$3.....	8	7	1
11				Séguir, Sophie (Rostopchine) comtesse de. <i>Sophie: the Story of a Bad Little Girl</i> ; tr. fr. the French by M. F. Melcher; illus. by M. W. Barney. Knopf. \$1.75.....	7	7	..
McNeer, May & Ward, Lynd. <i>Prince Bantam</i> . Macmillan. \$2.50.....	11	6	..	8			
Williamson, Hamilton. <i>A Monkey Tale</i> . Doubleday. 75c.....	12	6	1	Crichton, Mrs. F. E. S. <i>Peep-In the World</i> ; with new illus. by Frank McIntosh. Longmans. \$1.75.....	9	3	1
12							
Ackley, Mrs. E. F. <i>Marionettes</i> . Stokes. \$2.50.....	13	3	1				
Adams, J. D. <i>Laino: a Boy of New Finland</i> . Dutton. \$2.50.....	10	7	..				
Smith, Mrs. S. C. G. <i>Made in America</i> . Knopf. \$2.....	10	7	..				
13							
Schram, fru C. W. N. <i>Olaf, Lofoten Fisherman</i> . Longmans. \$2.....	10	6	..				
14							
Adams, Peter. <i>Clipper Ships Done in Cork Models</i> . Dutton. \$1.25.....	7	11	..				
Meigs, Cornelia. <i>The Crooked Apple Tree</i> . Little. \$2.....	7	13	1				

Among Librarians

New Oregon State Librarian

HARRIET C. LONG, since 1920 Chief of the Traveling Library and Study Club Department of the Wisconsin Commission, has resigned to accept the appointment of State Librarian of Oregon. Miss Long has made a notable contribution to the upbuilding of library service in Wisconsin. She has been a liaison officer in the contacts of the Commission work with the women's clubs and many other state-wide organizations. She has been a leader always in preaching the gospel of county library development. She has met and solved difficult problems of administration in the rapidly growing work of the Department. The number of books sent out from the Traveling Library has more than doubled in these ten years, from 82,000 to 177,000. She has carried on courageously in inadequate quarters and now will miss the satisfaction of adjusting the work of the Department in the new State Office Building next year.

Miss Long has given self-sacrificing and tremendously vital service to library work in Wisconsin. Her name belongs on the honor roll of those from Hutchins and Stearns onward, who have visioned what might be done in library service in this state and have worked untiringly for its accomplishment. Twenty-five years ago Wisconsin gave Cornelia Marvin to the Oregon State Library. She has made it one of the leading state agencies of the country. May Miss Long have an equally long and successful career.

* * *

College and University Libraries

DR. EPHRAIM DOUGLASS ADAMS, one of the founders and a director of the Hoover War Library, died September 3 at his home on the Stanford University campus after a year's illness. He had been professor of history at Stanford for twenty-eight years.

WALTER HAUSDORFER, Columbia '27, has resigned his position as assistant in the Economics Division of the New York Public Library to become librarian of the School of Business, Columbia University.

MARION H. HOFTYZER, Michigan '30, joined the staff of the University of Iowa Library as a cataloger on Aug. 1.

EULIN P. KLYVER, Columbia '29, has been appointed librarian of Skidmore College, Saratoga Springs, N. Y., beginning September 1.

O. GERALD LAWSON, Columbia '29, has accepted the position of acting librarian of Drew University Library, Madison, N. J. He was previously in the Reserve Book Room, Washington Square College Library, New York University.

ALICE H. LERCH, for the past thirteen years a member of the staff of the New York Public Library, has been appointed librarian at Rollins College, Winter Park, Fla.

WILLIAM D. LEWIS, N. Y. P. L. '29, formerly on the staff of the Reference Department of the New York Public Library, has now been appointed librarian of the University of Delaware.

ANNA O'DONNELL, Michigan '30, has accepted a temporary appointment as cataloger in the University of Iowa from Sept. 1, 1930, to July 1, 1931.

JOHN PAUL STONE, Illinois '30, after teaching at Louisiana State Teachers' College, Natchitoches, this summer, will begin work as librarian of the State Teachers' College, San Diego, Cal.

E. R. B. WILLIS, hitherto assistant librarian of the Cornell University Library, has been made associate librarian.

ALLEN D. WILSON, Illinois '30, has been appointed librarian of the Virginia Junior College, Virginia, Minn.

* * *

Special Libraries

HELEN G. CUSHING, Albany '20, has joined the staff of the H. W. Wilson Company as cataloger.

CLARISSA L. GOOLD, Columbia '28, has resigned from the H. W. Wilson Company, where she has been doing cataloging, to succeed Marion Horton as supervising instructor of Home Study courses, School of Library Service, Columbia University.

ANNA LENSCHOW, Albany '23, has accepted a position on the staff of David J. Haykin at the Library of Congress.

HELEN R. L. PEASE, Columbia '27, who has been a children's librarian in the Muhlenberg Branch, New York Public Library, has resigned and will succeed Caroline S. Jenkins at the Ethical Culture School.

MIRIAM TOMPKINS, Chicago '30, has been appointed instructor in book selection at the Emory University Graduate Library School for the year 1930-31.

Public Libraries

FLORENCE E. ANDERSON has resigned her position in the New York Public Library to join the staff of the Order Department in Portland, Oregon.

MRS. ARTHUR E. BOSTWICK died suddenly, August 31, at her summer home in Maine.

ELIZABETH C. BUTTERWORTH has resigned her position of cataloging assistant in the Columbia University Library to go to the Library of Congress as cataloger of periodicals.

ANNETTE CROGSTER has been appointed children's librarian of the Arleta branch, Library Association of Portland.

BONNIE BELLE FIELD, Pittsburgh '30, has accepted the position of children's librarian in the Tyrrell Public Library, Beaumont, Tex., starting Sept. 1.

MAUD GRILL, Columbia '29, accepted an appointment in February as county librarian of Jackson County, Mich. Miss Grill has been connected with the Michigan State Library since 1924.

JAMES G. HODGSON, Albany '17, has been appointed superintendent of the Business and Municipal Library of the Queens Borough Public Library, Jamaica, N. Y.

MARGARET O. MEIER, Columbia '29, who has been in the Reference Department of the Free Public Library, Newark, N. J., has accepted the position of assistant librarian at the Central Library of the Rochester Public Library.

CHARLES M. MOHRHARDT, Columbia '28, has left the Toledo Public Library to become chief of the Technical Department at the Detroit Public Library.

LILLIAN F. NISBET, Simmons '14, for three years librarian at the United States Veterans Hospital in Portland, Oregon, has been appointed readers' adviser in the Library Association of Portland.

ROSE B. PHELPS, Columbia '27, has accepted a position as supervisor of branch reference work and instructor in reference and bibliography at the Queens Borough Public Library, starting in September.

ARTHUR G. RENSTROM, Columbia '30, has sailed for Europe to take a library position in Stockholm, Sweden.

MARY E. ROSSELL, N. Y. P. L. '15, has accepted the position of children's librarian in the Roanoke, Va., Public Library, starting September 1.

ELIZABETH STEWART, N. Y. P. L. '17, has resigned from the Fifty-eighth Street Branch of the New York Public Library to become the branch librarian of the Fair Haven branch of the Free Public Library, New Haven, Conn.

CAROLYN SMITH, formerly a member of the staff of the Portland, Oregon, Public Library, has been reappointed children's librarian of the North Portland branch.

IRMA WEGENER, Columbia '27, who has been assistant librarian of the Madison, N. J., Public Library, has been promoted to the position of librarian.

KATHARINE R. YETTER, Columbia '29, resigned her position in the Brownsville Children's Branch of the Brooklyn Public Library to become children's librarian in the Hosmer Library, Minneapolis, starting September 2.

School Libraries

RUSSELL S. JONES, of the Russell Sage Foundation Library, New York, has received an appointment in the library of the Technical High School of Brooklyn, to take effect in September.

MRS. GERTRUDE H. MATHEWSON, for eighteen years librarian of the Berkeley (Cal.) High School, died July 2.

ELIZABETH SCRIPTURE, Albany '13, who has been librarian of the Marshall High School, Minneapolis, since 1924, has recently resigned to become supervisor of School Libraries in the Denver Public Schools, starting September 1.

Twelve Thousand Libraries

ACCORDING to reports received by the Department of Commerce from its trade commissioner at Prague, nearly 12,000 public libraries show the result in Czechoslovakia of a law requiring such institutions in every city and town. Education and entertainment of the Czechoslovakian public have been greatly assisted by this law, which makes the establishment of public libraries in all municipalities of the republic compulsory.

In Slovakia the law providing for the establishment of public libraries did not become effective until 1924. In 1927, three years after the law became effective, 92 per cent of the 3451 municipalities of this province had public libraries. The libraries had a total of 399,938 books and during the year had 160,310 readers, who borrowed 983,022 books.

In the provinces of Bohemia, Moravia and Silesia there are now a total of 12,840 municipalities. Of these 11,633 have public libraries with 5,002,840 books. During the year these libraries have 712,752 readers, who borrow 13,380,121 books. Cost of maintaining these libraries for the year amounts to \$37,425.

In Sub-Carpathian Ruthenia complete data covering the public libraries are lacking but it is known that there are 271 public libraries with 42,106 books. In 1927 these libraries had 7264 readers who borrowed 77,450 books.

Opportunities

This column is open to librarians

United States Civil Service Examination

The United States Civil Service Commission announces the following open competitive examination:

HOSPITAL LIBRARIAN

Applications for hospital librarian must be filed with the United States Civil Service Commission at Washington, D. C., not later than October 7, 1930.

The examination is to fill vacancies in Veterans' Bureau hospitals throughout the United States.

The entrance salary for hospital librarian is \$1,800 a year. Higher-salaried positions are filled through promotion. Appointments may also be made from this examination to positions of assistant librarian at an entrance salary of \$1,620 a year.

The duties of hospital librarians in Veterans' Bureau hospitals are to stimulate through personal contact with bed and ambulatory patients their interest in recovery by the therapeutic application of general reading; and to maintain and administer a library of standard and current literature, and a medical and professional library for staff use.

Applicants will be examined on (1) mental tests; (2) library economy; (3) cataloging and classification; and (4) modern language.

Full information may be obtained from the United States Civil Service Commission, Washington, D. C., or from the Secretary of the United States Civil Service Board of Examiners at the post office or customhouse in any city.

Wanted—Eastern library is developing its Italian collection. Cataloger wanted who speaks and writes Italian with grace and accuracy. J13.

Qualified library assistant with experience in indexing, cataloging, reference, bibliographical work, in work with periodicals, pamphlets, and documents would like responsible position in college, university, special, public library, or with publishing house. J10.

Trained school librarian, four years' experience, desires position in the East. Salary \$2,500. J11.

College and library school graduate with a year's experience in special library work desires position in a college or public library. Work on Pacific Coast preferred. J12

Position wanted by cataloger with training and experience. I-14.

Position in children's department wanted by responsible young woman with library summer school training and three years' experience, who has also had experience as teacher. I-13.

Library school graduate with experience in circulation department of large public library desires position in public or business library. California or Arizona preferred. I-16.

Experienced cataloger wants position organizing and cataloging public documents. I-17.

University graduate with library training and twelve years' experience, four years in the technical department of a large city system, desires position in a public or private library of the South or Southwest. I-18.

Young woman with college, summer library school training, and four and one-half years' experience in large public library desires position in library in Middle West or East. Especially interested in circulation work and book selection. I-11.

Position in library in Southwestern State wanted by a young woman with one year's experience and library training. I-10.

Wanted—Library Journals!

WILL YOU resell your June 1, 1930, issue of THE LIBRARY JOURNAL? We are paying 25c. for each copy.

THE LIBRARY JOURNAL

62 W. 45th St.

New York City

The Calendar

Oct. 1-2—Connecticut Library Association, annual meeting at New London, Conn.

Oct. 2-4—Colorado Library Association, annual meeting at Denver, Colo.

Oct. 7-9—Missouri Library Association, annual meeting at Sedalia, Mo.

Oct. 8-10—Michigan Library Association, annual meeting at Marquette, Mich.

Oct. 9-10—Kentucky Library Association, annual meeting at Paducah, Ky.

Oct. 13-18—New York Library Association, annual meeting at Albany, N. Y., in connection with Convocation of the University of the State of New York.

Oct. 14-17—North Central Library Conference, including Minnesota, Wisconsin, Iowa, Nebraska, North and South Dakota, will be held in St. Paul, Minn.

Oct. 15-18—Illinois Library Association, annual meeting at Moline, Ill.

Oct. 15-17—Ohio and Indiana Library Associations, annual meeting (joint session) at Dayton, Ohio.

Oct. 20-22—Montana Library Association, annual meeting in Billings.

Oct. 21-24—Pennsylvania Library Association, annual meeting at Galen Hall Hotel, Wernersville, Pa.

Oct. 22-24—Kansas Library Association, annual meeting at Salina, Kan.

Oct. 23-24—Mississippi Library Association, annual meeting at the Mississippi State College for Women, Columbus.

Oct. 29-Nov. 1—Southwestern Library Association meeting at Dallas, Tex.

Nov. 6-7—New Mexico Library Association, annual meeting at Albuquerque, N. M.

Nov. 10—Arizona State Library Association, annual meeting at Phoenix, Ariz.

Nov. 20-23—Nebro Library Conference, Fisk University, Nashville, Tenn.

Nov. 21—Illinois High School Library Association meets as Section of High School conference at Urbana, Ill.

Nov. 27-29—Southeastern Library Association, annual meeting at Tampa, Fla.

Dec. 29-30—Midwinter meeting of the American Library Association will be held at the Drake Hotel, Chicago, Ill.

Advance Announcements of Fall Books of Interest to Libraries

NORMAN W. HENLEY PUBLISHING CO.

2 West 45th Street, New York, N. Y.

New Fall Books

HENLEY'S ABC OF GLIDING AND SAILFLYING

Edited by Major Victor W. Pagé

This book tells you all about gliding and sailflying, and is based on practical American and German experience, extending over a period of years. The leading types of gliders and sailplanes and their construction, control and launching are described. Instructions are given for forming a glider club and for building a strong yet simple primary glider, including working drawings. 290 (6x9) pages, 72 illustrations. Bound in cloth, \$2.00. Bound in antique paper, \$1.50.

AVIATION ENGINE EXAMINER

By Major Victor W. Pagé

A complete and informative work on all types of airplane engines, written in **Question and Answer form**, for those wishing to qualify as aircraft engine mechanics. The book is also of value to pilots or students wishing a general and diversified knowledge of aviation engines and their accessories. It details many fine points of engine design and construction, discusses timing and adjustment of parts, and shows numerous examples of current practice in aviation engine building as it illustrates and describes leading American and foreign engines and their components. The book is written in simple language and is fully illustrated with specially posed photographs and factory drawings. 440 (6x9) pages, 244 illustrations, \$3.00.

ELECTRICITY FOR BEGINNERS

By Edward Harper Thomas, E.E.

This treatise, prepared by an experienced instructor, is written in language and terms that can be understood by all who want to begin at the bottom in their study of electricity. The book prepares the reader for a more advanced study of the subject, and considers and explains many of the common terms and everyday manifestations of electricity that form an excellent groundwork and a basis for more thorough study. 196 (5x7) pages, 24 illustrations, \$1.50.

INDUSTRIAL REFRIGERATION, COLD STORAGE AND ICE MAKING

By A. J. Wallis-Taylor, A.M.I.C.E.

An encyclopedia of world-wide practice in refrigerating machine design and application, concisely written, fully illustrated, and covering every application of the refrigerating plant. No book compares with this in recording for reference the varied types and design of compressors or in length of discussion of the apparatus for making ice, or the evolution of cold storage applications. Formulas and cold storage data for food preservation are also given. This book provides a mine of information for all interested in refrigeration, and is an indispensable work of reference. 780 (6x9) pages, over 500 illustrations, \$10.00 net.

ARITHMETIC OF ELECTRICITY

By Prof. T. O'Connor Sloane

A practical treatise on electrical calculations of all kinds reduced to a series of rules, all of the simplest forms and involving only ordinary arithmetic; each rule is illustrated by one or more practical problems, with detailed solution of each one. This is one of the most useful books published on the subject of electricity, covering, as it does, the mathematics of electricity in a manner that will attract the attention of those who are not familiar with algebraical formulas. 230 (5x7) pages, illustrated, \$1.50.

GOLD ALLOYS

By George E. Gee

A practical business guide to the preparation, composition and melting of gold alloys of every description and caratage, for the use of goldbeaters, goldsmiths, jewelers, watchcase makers, enamellers, setters, pen makers, stampers, gilders and all kindred workers in the precious metals, showing how difficulties and failures are met with simple remedies; compounding the different color-tinted alloys; reducing and improving the various carats of gold; metals which impair the physical properties of gold and its alloys; fluxes and their uses; recovering gold from solid waste products; imitation platinum and palladium alloys; tables of gold values; tables of weights; and many other tables of interest to dealers in the precious metals and diamonds. This book contains such a fund of valuable information that it will long serve as a textbook for the trade. It covers everything the jeweler or silversmith should know. 344 (6x9) pages, \$5.00 net.

WATCH AND CLOCK MAKERS' MANUAL

By F. W. Britten

A thoroughly practical book dealing with various phases of watch and clock repair and adjustment. It contains a very useful section dealing fully with the watchmaker's lathe and its operation, a subject which has not received sufficient attention in other books. The subject of cleaning and lubrication of watches, various escapements, repairs, adjustments and other matters relating to watches are also dealt with. Similarly there is a comprehensive section occupying about one-third of the book relating to the repair of clocks and to allied subjects. Altogether it will be found an indispensable book for the professional watch and clock maker and amateurs. 340 pages, 136 illustrations, \$3.00 net.

PUNCHES, DIES AND TOOLS

for

MANUFACTURING IN PRESSES

By Joseph V. Woodworth

This is the fourth revised and enlarged edition of what may be called an encyclopedia of die making, punch making, die sinking, sheet metal working, and making of special tools, sub-presses, devices and mechanical combinations for punching, cutting, bending, forming, piercing, drawing, compressing and assembling.

Advance Announcements of Fall Books of Interest to Libraries

NORMAN W. HENLEY—(Continued)

bling sheet metal parts and also articles of other materials in machine design. Two hundred and twelve processes are clearly described and fully illustrated. This book contains 530 (6x9) pages and nearly 750 engravings, \$5.00.

STEAM TURBINES

By T. M. Naylor

This volume is intended to meet the requirements of those engaged in the design, construction and maintenance of turbine installations, and for students at universities, technical colleges and schools. The book deals with the classification of steam turbines followed by illustrated descriptions of the various types taken from present day practice. Chapters are included on reduction gears, heat accumulators and condensers. A chapter on high pressure steam deals with improvements brought about by the increase of steam pressure, superheat and the use of tapped steam for feed heating. The application of high-pressure steam to existing plants is adequately covered. 207 pages, 171 illustrations. \$4.50 net.

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This story, retold by Watty Piper, from The Pony Engine, is loved by children of all ages.

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An interesting little story of how Pelle's new suit is made starting with the lamb and through the different steps to its completion by the tailor.

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THAT MAN DAWES

By Paul R. Leach. \$4.00

The intimate, engaging story of America's most colorful statesman by the well-known political writer of the Chicago Daily News. In addition to presenting a comprehensive, vivid picture of Dawes himself, Mr. Leach has drawn judiciously from his thorough knowledge of present-day politics to unite his study significantly to a clearly outlined, sweeping background of modern governmental affairs. Illustrated.

THE PRAIRIE PRESIDENT

Living Through the Years with Lincoln

By Raymond Warren. \$3.00

A new and strikingly original biographical narrative of Abraham Lincoln, carrying him through boyhood and his law career up to the time he assumed the Presidency. The story, which follows carefully the known facts of his life, is projected mainly through episodes, closely knit, which are illumined by the use of dialogue, reproduced faithfully with remarkable creative insight. Illustrated by the author.

DESERT WINGS

A Modern Aviation Story for Boys

By Covington Clarke. \$1.50

A dashing new aviation story for boys in which Red McGee and his buddy Dan use an airplane in a thrilling exploration flight into unknown regions of the Sahara Desert. The heroes of "For Valor" and "Aces Up" are swept into a series of dangerous episodes involving the discovery of the fabulous emerald mines of the Garamantians.

CAPTAIN REDLEGS

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